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REPORT

ON THE PROGRESS OF

EDUCATION

IN THE

PUNJAB

For the year 1919-20.

Lahore :
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Proceedings of His Honour the Lieutenant-Governor, Punjab, in the Home (General) Department, No. 28581, dated 14th December 1920.

READ—

The Report of the Director of Public Instruction, Punjab, for the year ending the 31st March 1920.

REMARKS.—The chief interest of the year 1919-20 centres round the development of educational schemes originated in the previous year. Honours Schools were instituted in the University, the Matriculation and School-leaving Certificate Examination was introduced and a Government Institute of Commerce was opened to prepare students for the recently established diploma in Commerce of the University. A further revision of the Provincial and Subordinate Educational Services was undertaken, and manual training centres were opened in various towns. There has been no great eagerness to apply the Punjab Primary Education Act, but the scheme of agricultural education and the five-year programme of expansion may be said, on the whole, to be well under weigh. The improvements effected in the curriculum of European schools figure among the items which may be ascribed wholly to efforts made during the year under report. The number of public educational institutions increased by 415 to 7,182, and the attendance, by 32,644 to 464,272 (of which 60,672 are girls). Expenditure reached nearly 1½ crores, an increase of nearly 18 lakhs, of which over 64 lakhs were provided from Provincial and Imperial revenues. The amount of expenditure met by fees increased by 2 lakhs to a total of 31 lakhs, or about 22 per cent. of the total expenditure.

2. A brief allusion was made in last year's review to the introduction of the Honours Schools in the University, which actually took place in the year under report. In accordance with the policy recommended by the Calcutta University Commission, Honours Schools in Sanskrit, Arabic, Mathematics, Botany and Zoology were instituted in the Punjab University, and the system will be extended as circumstances permit. Sir John Maynard has expressed the belief, which His Honour shares, that the improved type of instruction, with some personal contact between teacher and pupil, and less recourse to set lectures

n the subject of collegiate education the opening of Inter- ·
ediate Colleges at Multan, Ludhiana, Rawalpindi, and Ambala
ay be mentioned though, strictly speaking, they come under
ext year's survey.

3. The expansion in the attendance at secondary schools is,
s explained in the report, due to the new system of classification.
he new Matriculation and School-leaving Certificate Examina-
ion has produced an unforeseen result in the decline of the
tudy of history and geography which are now optional subjects,
result which is attributed to the difficulty experienced in
assing in them. The report seems to indicate that the methods
f teaching these two subjects have been in part the cause, and
hey are being improved. One result of the widening of the
ield of optional subjects will, as prophesied by Mr. Wright,
e that increased expenditure will be required to obtain teachers
ufficiently equipped.

4. The postponement of the teaching of English till the
ifth class is an interesting departure. The use of the vernacular
s the medium of instruction is said to be progressing favourably,
hough the teaching of vernacular languages needs improvement.
propos of this subject the following extract from a paper
ead before the East India Association in June 1920, by Mr.
P. J. Hartog, C.I.E., on the work of the Calcutta University
Commission, is important:—"There was no question to which the
Commissioners gave greater attention than that of the medium of
nstruction . . . What is quite certain is that the Matriculation
Examination is conducted in English, and consequently a certain
knowledge of English—a considerable knowledge of English—is
necessary to pass it; yet it is admitted on all sides that a large
number of students . . . pass that examination by a sheer effort
of memory, and do not by any means understand all the answers
which they write down and which gain marks for them in the
examination. A system which attaches such undue weight to
the exercise of memory cannot but be a faulty system, and
therefore we have advocated the restriction of English in the
secondary schools as a medium of instruction."

5. The scheme for introducing agricultural education by
which this subject is to be included in the ordinary curriculum
of all rural schools has made a fair beginning though thoroughly
trained teachers are not available in sufficient numbers. Here,
again, we are met with the difficulty of providing specialised
teachers, but the opening of a training class for agricultural
teachers in connection with Lyallpur Agricultural College,

6. The importance of improved methods of physical training which has recently come to the fore in educational establishments at home continues to receive special attention. It is unfortunate that it has not been found possible to re-introduce the system of medical inspection owing to the absence of medical inspectors on Military duty, but this deficiency will, no doubt, be rectified during the present year.

7. As regards primary education, it is satisfactory to note that the Lahore and Amritsar Committees are interesting themselves in re-organising the elementary education in these towns as a preliminary to applying the Punjab Primary Education Act. The Multan Municipality is ready to begin in 1921, and four others have declared their intention of introducing the Act, though their schemes are not yet matured. Too rapid an adoption of the principle of compulsion in education is neither to be expected nor desired, and the report wisely lays emphasis on the necessity for increasing the number of schools in order to pave the way to the application of the full provisions of the Act.

8. In spite of the introduction of ameliorative measures in a number of districts the complaint of the inadequacy of primary teachers' salaries, though they have been recently revised, is still reported to be common. The scheme for the revision of pay of the Subordinate Educational establishment, which is before Government for final sanction, should help to bring about an improvement. From October 1919 they have been drawing a temporary allowance of 20 per cent.

9. The work under the five-year programme of expansion is reported to have made fair progress, and some boards, notably Multan, have actually completed their five-year programme in its entirety. The present disinclination throughout the Province to spend money on buildings, due no doubt to the enormously increased cost of labour and material, should be remedied by the more generous terms for building grants recently offered by Government.

10. The revision of the Indian Educational Service and the re-organisation of the Provincial and Subordinate Services constitutes one of the most important features of the year under review. The scheme for the revision of the pay of the Subordinate Educational establishment will be dealt with in next year's report as it is still before Government for final sanction. The

njab Government Gazette, and be forwarded to the Director Public Instruction, Punjab, for information, and also that they submitted to the Government of India, in the Department of ucation, with copies of the report.

By order of His Honour the
Lieutenant-Governor of the Punjab,

J. P. THOMPSON,

Chief Secretary to Government, Punjab.

121 DPI—585—12-1-21—SGPP Lahore.

Report

ON THE PROGRESS OF

Education in the Punjab

For the year 1919-20.

CHAPTER I.

General.

THE following report is concerned with the first year's working of the important changes in the educational system of the province, which were introduced in 1918-19 and described at length in the report for that year. The form of the report itself has been changed and for the first time an octavo volume is published. It is hoped that this change in size and the addition of illustrative charts will increase the general usefulness of the publication.

2. The table given below shows substantial progress in the numbers of schools and of children under instruction, also a satisfactory increase in expenditure :—

General statistics for British territory in the Panjab for the year 1919-20.

	Number of Institutions.				Number of Scholars.				Expenditure.			
	1919-20.	1918-19.	Increase.	Decrease.	1919-20.	1918-19.	Increase.	Decrease.	1919-20.	1918-19.	Increase.	Decrease.
PUBLIC INSTITUTIONS.									Rs.	Rs.	Rs.	Rs.
For Males.												
Arts Colleges ... English ...	11	11	...	...	4,481	4,429	52	...	7,32,436	6,72,738	59,728	...
Arts Colleges ... Oriental ...	1	1	...	...	85	111	...	26	31,053	28,468	2,585	...
Professional Colleges. Law College ...	1	1	...	...	404	495	...	91	30,289	31,422	..	1,133
Professional Colleges. Medical ,, ...	1	1	...	...	342	324	18	...	1,67,885	1,51,949	15,936	..
Professional Colleges. Agricultural ,,	1	1	...	...	199	159	40	...	84,152	79,139	5,013	...
Professional Colleges. Veterinary ,, ...	1	1	...	...	218	212	6	.	1,33,527	1,07,089	26,438	..
Professional Colleges. Commercial ,, ...	1	...	1	...	37	..	37	...	4,262		4,262	...
Professional Colleges. Teaching ,, ...	3	2	1	...	301	271	30	...	1 31,052	1,17,299	13,753	...
High Schools	172	157	15	...	65,337	59,125	6,212	..	26,40,376	23,04,301	3,36,075	..
Middle Schools	663	305	358	...	99,533	57,335	42,198	.	16,33,311	11,13,054	5,20,257	...
Total Secondary Schools ...	835	462	373	...	164,870	116,463	48,419	...	42,73,687	34,17,355	8,56,332	...
Primary Schools	5,162	5,172	...	10	228,404	246,771	...	18,367	19,97,940	18,89,396	1,08,544	...
Total Schools for General Education.	5,997	5,634	363	...	393,274	363,231	30,043	...	62,71,627	53,06,751	9,64,876	...
Institutions for Special Instruction	51	57	...	6	4,259	4,765	...	506	5,10,327	4,27,180	83,147	..
Total Institutions for General Education and for Special Instruction.	6,068	5,709	359	...	403,600	373,997	29,603	...	80,96,640	69,22,035	11,74,605	...

FOR FEMALES.												
Arts Colleges	1	1	...	...	38	30	8	..	13,460	12,879	581	...
Professional Colleges ...	1	1	...	...	27	29	...	2	16,153	17,209	...	1,116
High Schools	20	18	2	...	3,315	2,938	377	..	3,12,086	2,76,215	35 871	..
Middle Schools	73	71	2	...	10,446	10,807	...	361	2,73,087	2,56,442	16,645	..
Total Secondary Schools ...	93	89	4	...	13,761	13,745	16	...	5,85,173	5,32,657	52,516	...
Primary Schools	1,001	951	50	...	45,855	42,919	2,936	...	4,90,939	4,25,543	65,396	...
Total Schools for General Education.	1,094	1,040	54	...	59,616	56,664	2,952	..	10,76,112	9,58,200	1,17,912	...
Institutions for Special Instruction	18	16	2	...	991	908	83		1,55,557	1,17,114	38,443	
Total Institutions for General Education and for Special Instruction.	1,114	1,058	56	...	60,672	57,631	3,041	...	12 61, '82	11,05,462	1,55,829	...
Total Public Institutions for males and females.	7,182	6,767	415	...	464,272	431 628	32,644	.	93,57,922	80,27,497	13,30,425	...
PRIVATE INSTITUTIONS.												
For males	1,755	1,529	226	...	41,817	33,946	7,871	..		. .	...	...
For females	724	669	55	...	11,900	11,626	274	..	..	..	...	..
Total males and females ...	2,479	2,198	281	...	53,717	55,572	8,145	...	...	...	...	...
Grand Total of Institutions, Public and Private.	9,661	8,965	696	...	517,989	477,200	40,789	...	...	...	...	...
Scholarships	...	...	...	...	...	...	...	...	4,16,226	3,96,272	19,954	...
Other Charges	...	...	...	...	...	...	...	...	41,19,804	39,78,417	4,41,387	...
GRAND TOTAL OF EXPENDITURE.	...	...	...	...	...	...	...	...	1,4.,93,952	1,24,02,186	17,91,766	...

The number of public institutions has increased by 415 (against 125 last year) and now stands at 7,182. The number of scholars is 464,272, an increase of 32,644 (against 11,584 last year). Of this total 60,672 are girls, whose numbers have increased by 3,041. Expenditure on education has increased by Rs. 17,91,766 and now amounts to Rs. 1,41,93,952. In addition to these figures for public institutions there is to be recorded an expansion of private institutions from 2,198 to 2,479 and of scholars in such schools from 45,572 to 53,717. These figures, however, are not so reliable as the former, nor can it be claimed that the private is equally satisfactory with the public institution. Altogether there are 9,661 institutions, public and private.

The total number of scholars under instruction in public and private institutions is 517,989 showing a total increase of 40,789 for the year.

The total expenditure from Provincial and Imperial revenues has increased from Rs. 56,69,078 to Rs. 64,12,708. The expenditure from district and municipal funds has also risen from Rs. 13,50,620 to Rs. 17,28,145 and from Rs. 5,40,197 to Rs. 6,94,110, respectively. The fee income shows an increase from Rs. 28,05,752 to Rs. 31,19,445. Grants amounting to Rs. 19,62,997 were paid by Government to district boards and Rs. 2,30,453 to municipal committees.

3. It will be convenient, as usual, to enumerate in this chapter the more important developments introduced during the year. The following list shows the chief events of the period under review :—

(*a*) *Primary education*—

(*i*) The Multan Municipality proposes to introduce the Punjab Primary Education Act in 1921. Other municipalities also are considering the desirability of taking the same step. (See paragraph 36.)

(*ii*) The figures for the expansion of primary education are obscured by the classification of several of the old "five class" Primary schools as a secondary school. Primary schools in this report contain only four standards. (See paragraph 32.)

(*b*) *Secondary education*—

(*i*) The phenomenal increase in Middle schools is largely due to the new classification above mentioned. (See paragraph 14.)

(*ii*) Manual Training centres have been established in various cities, that at Rawalpindi being most flourishing. (See paragraph 20.)

(*iii*) The scheme for agricultural education has made a satisfactory start. (See paragraph 21.)

(*iv*) There is an intense demand for Anglo-vernacular education and in various places quite substantial sums have been collected for the teaching of English as an optional subject in Vernacular Middle schools. (See paragraph 18.)

(*v*) The new Matriculation and School Leaving Certificate examination has been introduced. (See paragraph 22.)

(*vi*) A further revision of Subordinate and Provincial Educational Services has been undertaken. (See paragraph 24.)

(*vii*) The scheme for the giving of lantern lectures in towns and villages is being overhauled with a view to the extension of its scope. A detailed account, however, falls more suitably into next year's report.

(*viii*) An adviser in physical education has been appointed and arrangements made for the training of instructors and for the thorough revision of physical training in schools. (See paragraph 29.)

(*c*) *Collegiate education*—

(*i*) A committee appointed by Government considered the Report of the Calcutta University Commission. Its recommendations,—*vide* Appendix B were forwarded to the Punjab University for consideration by that body.

(*ii*) The sanction of the Secretary of State was received to the opening of two Government Intermediate Colleges at Multan and Ludhiana. These colleges commenced work in May this year. (See

(*iii*) Other Intermediate Colleges have been opened at Ambala and Rawalpindi. (See paragraph 10.)

(*iv*) The Honours schools of the Punjab University have begun operations and in 1920-21 should be in full work. (See paragraph 11.)

(*d*) *Training and inspection*—

(*i*) The staff of the Central Training College has been increased and further appointments are expected. (See paragraph 45)

(*ii*) A new training College has been opened at Lyallpur. (See paragragh 46.)

(*iii*) Two new normal schools for men and one for women have been opened. (See paragraph 43.)

(*e*) *Technical education*—

(*i*) A Government Institute of Commerce has been opened in Lahore, which prepares students for the newly established diploma in Commerce of the Punjab University. (See paragraph 59).

(*ii*) A scheme for an institution for training Mechanical Engineers at Moghalpura received sanction.

(*iii*) The Government School of Engineering, Rasul, has passed from the joint control of the Director of Public Instruction and of the Chief Engineer (Roads and Buildings Branch) to the sole charge of the latter.

(*f*) *Education of Europeans*—

(*i*) The entire curriculum of European Boys' and Girls' schools has been revised on the lines recommended by the two conferences, held at Simla and Lahore. (See paragraph 74.)

(*ii*) The system of scholarships in European schools has been modified and extended. (See paragraph 73.)

(*iii*) A uniform system of physical training is being introduced. Three classes for teachers were held in the year. (See paragraph 74.)

(*g*) *General*—

(*i*) The scheme for the provision of free education to the children of deceased and incapacitated Indian

soldiers has been extended to include the children of all Indian soldiers who were on the active list between August 4th, 1914, and November 11th, 1918, and are in indigent circumstances (See Appendix E (viii).)

(*ii*) The provision of libraries in the smaller municipalities has been undertaken and funds assigned for the purpose. (See Appendix F.)

4. The demand for Anglo-vernacular education grows faster than the supply of qualified teachers. An increase in the numbers of such men as well as in those of the Vernacular class is one of the most urgent needs of the province. It is also clear from the reports received that heavy expenditure on buildings will be necessary in the next few years. The expansion of primary education, in particular, will need close financial attention.

CHAPTER II.

Controlling Agencies.

5. At the beginning of November, 1919, Mr. J. A. Richey went on leave and I succeeded him as Director at the end of that month; Mr. Towle, the Assistant Director, holding charge of the office between Mr. Richey's departure and my own arrival on November 29th. In March last Mr. Richey was recalled from leave to take up the appointment of Educational Commissioner with the Government of India.

Mr. Richey's tenure of the office of Director was marked by great activity and by a wide extension of the work of the department; in fact, the developments of the next few years will be mainly on the lines recently laid down. The decoration of C. I. E., conferred by His Imperial Majesty on Mr. Richey in January last, is a recognition of the great value of his work and is also an honour to the Department.

Mention was made in the last report of the retirement of two well-known and highly valued officers, Messrs. M. Crosse and H. T. Knowlton. Mr. Crosse was an ideal Inspector, and Mr. Knowlton a great educator who raised the Punjab to what is probably the premier position in India as regards the work of the training of teachers. This year I have to record the departure of Lieutenant-Colonel J. Stephenson, C.I.E., I.M.S., Principal, Government College, who, after many years of valued and highly successful service, went on leave preparatory to retirement in September, 1919; and of Sardar Bahadur Bhai Hari Singh, of the Indian Educational Service, whose long and useful career

There have been several appointments to the Indian Educational Service during the year. Mr. D. Reynell, M.A., B.C.L., formerly of the M. A.-O. College, Aligarh, joined the Department on April 22nd, 1919, as an Inspector of Schools. After a short period of special duty in Lahore he was posted to the Jullundur Division, whence he was transferred to Rawalpindi towards the end of the year. Messrs Armstrong, Sondhi, and Atma Ram were appointed permanently to the Indian Educational Service with effect from 14th May, 1919. Mr. Armstrong remains on foreign service at the Khalsa College, Amritsar; Mr. Sondhi is the Professor of Economics at the Government College, Lahore; and Mr. Atma Ram is an Inspector of Schools; and from the time I went on leave in June, 1919, till the end of the year was in charge of the Lahore Division The place of Sardar Bahadur Hari Singh was filled by the promotion of Mr. Maqbul Shah, Inspector of Schools, Rawalpindi Division, to the Indian Educational Service, who a little later succeeded the Sardar Bahadur at Multan. One of the newly-sanctioned posts in the Central Training College was filled by the appointment of Mr. G. C. Chatterji, B.A., who took up his duties in the autumn of last year.

The revised terms for the Indian Educational Service came into the force on December 1st last. Apart from the improvements in pay, which are sufficiently well known and here need no discussion, there is to be a large increase in the Punjab cadre and the next report should show a fairly long list of officers appointed under the new scheme.

Two officers, apart from Mr. Richey, went on deputation during the year. Mr. L. T. Watkins, Professor, Government College, was lent to the Government of India for service in Baluchistan, his place being taken by Mr. J. R. Firth. Mr. Whitehouse, Professor in the Central Training College, received an appointment in the Fisheries Department of the Madras Government. Lala Ratan Lal officiates for him. Two officers returned from deputation during the same period, *viz.*, Mr. Sanderson from the Army Department in May, 1919; and Mr. H. L. O. Garrett from the Army Department and after six months' combined leave. Mr. Garrett's services were then lent to the Publicity Board till October, when Mr. E. Candler came out to assume the duties of Secretary.

Mr. Sanderson was appointed Inspector of Schools, Ambala Division, *vice* Mr. Knowlton, and Mr. Garrett resumed his duties as Professor of History, Government College, Lahore.

The following members of the department went on leave during the year, *viz.*, Mr. F. R. Tomlinson, Mr. E. Tydeman,

Mr. G. A. Wathen, Miss Graham, and Mrs. Ingram in addition to myself.

I toured in the Ambala, Jullundur, Multan and Rawalpindi Divisions, inspecting most of the high schools at headquarters and four of the colleges at these places; and since the end of the year I also inspected the European Schools at Murree, the Sanawar Training Class for European Masters, the Government High School and the Normal School at Karnal, and the Delhi Reformatory, the Government High School and the Model School attached to the Normal School at Delhi.

The opening of the new Training College at Lyallpur in September last involved the transfer of some members of the staff of the Central Training College, Lahore, notably of Lala Charanji Lal, who was appointed Principal of the new institution.

The work of the following officers was specially commended:—

District Inspectors of Schools—

1. Lala Shiv Saran Das, B.A., Ludhiana; 2. Rajah Ahmad Khan, B.A., Attock; 3 Shaikh Allah Rakha, B.A., B.T., Amritsar; 4 M Abdul Latif, B.A., Hoshiarpur; 5. Pandit Pran Nath, B A., Rawalpindi; 6. Chaudhri Gyan Singh, Gurdaspur; 7. Lala Ram Lal, B.A., B.T., Ambala; 8. Lala Shankar Das, B.A., Karnal; 9. Lala Ram Chand, B.A., Multan; 10. Bhai Amar Singh, B.A., Gujranwala; 11. Lala Jai Ram Das, B.A, Simla; 12. Pandit Sukh Chain Nath, B.A., Kangra.

Assistant District Inspectors of Schools—

1. M. Rahim Bakhsh, B.A., Sialkot; 2. Sodhi Jagat Singh, Ferozepore; 3. Shaikh Muhammad Nawaz Khan, Gurdaspur; 4. Lala Salig Ram, Hoshiarpur; 5. M. Muhammad Hasan, B.A., B.T., Muzaffargarh; 6 M. Ata-ullah, B.A., Jhang; 7. Lala Vaishnu Das, B.A., B.T, Gurdaspur; 8. M. Ghulam Husain, B.A., B.T., Ambala; 9 Bawa Barkat Singh, B.A., Amritsar; 10. B. Sohan Singh, Sialkot; 11. Shaikh Nasir-ud-din, B.A., B.T., Shekhupura; 12. M. Ahmad Hasan, B.A., B.T., Jullundur; 13. Lala Murli Dhar, B.A., B.T., Lyallpur; 14. M. Sardar Alam, B.A., B.T., Lahore; 15 B. Jogindar Singh, B.A., B.T., Kangra; 16 B. Sundar Singh, B.A., B.T., Ludhiana.

The remark in last year's report that the increase in the Inspecting staff had not kept pace with the number of schools to be inspected is corroborated once again this year. Several divisional inspectors comment on the difficulty and even the impossibility of giving two visits a year to each vernacular school. Some outlying schools in Kangra could not be visited even once in the year.

The reorganisation of the inspecting staff, accompanied as it is with a distinct increase in the number of inspecting officers, should work a rapid change in this respect. This scheme comes into force this autumn.

There is comment from various inspectors on the delay in the despatch of work of District Inspectors' offices and on the poor quality of this work. Attock alone is singled out for praise in this matter The defects are attributed partly to frequent transfers, partly to pressure of work, and finally to the low level of efficiency that prevails among many junior clerks in district board offices. This is a matter which was mentioned specially at the recent conference of inspecting officers and needs further enquiry. The staffing of the District Inspector's office is represented by all Inspectors as being in urgent need of re-examination as the present compromise is deemed to be unworkable especially when the reorganisation of the inspecting staff is accomplished.

Miss Stratford, M.B.E., continued to hold the office of Chief Inspectress during the year. Consequent on Mrs. Ingram's taking leave the charge of the Jullundur Division was taken over by Miss L. Sircar, B.A., B.T. Miss Littlewood held charge of the Ambala Division till she left to take up a post in the North-West Frontier Province. The post of assistant to the Chief Inspectress was held by Miss Ahmad Shah till she left to take up work under the Amritsar Municipality. Miss Graham's work as Inspectress of Domestic Science was suspended during her absence on leave, as there was no specially-qualified Inspectress to act for her.

In Chapter VIII the progress made in the education of girls is fully described. That it is so satisfactory as it has been is due not simply to the increasing demand, but largely to the devoted labours of the Inspectresses headed by the Chief Inspectress.

6. In the year under review these bodies incurred a total expenditure on education of Rs. 17,28,145, as compared with Rs. 13,50,620, in 1918-19, from their own resources ; while Rs. 19,68,637 were spent from provincial revenues (this figure including certain Imperial grants).

The new system of making grants to district boards showed very fair results. Some modification, however, was found to be needed in the method of calculation, as assessment based on budgetted provision proved unsatisfactory. The basis now employed is that of actual and not budgetted expenditure.

The work under the five-year programme of expansion proceeds fairly well. Some boards, notably Multan, have already

actually completed their five-year programme in its entirety, others, too, are rather ahead of the schedule, but there are others, rather unexpectedly, still lagging behind.

There is a consensus of opinion among Inspectors that on the whole the district boards—with the exception of Kangra and Montgomery—have increased their expenditure and improved their schools to quite a satisfactory degree. Attock is particularly enterprising The pay of teachers has been considerably improved in some districts, notably Sialkot; but in several others this important matter needs early attention in view of existing economic conditions.

It is when we come to buildings that general defects are noticed. There are widespread criticisms on the unsatisfactory and inadequate buildings now in use. Almost throughout the Province expenditure on buildings has fallen short of requirements and even of the boards' own budgets. In the Lahore Division, for instance, only Rs. 72,083 were spent out of a budgetted provision of Rs. 2,47,533. At the same time it is fair to say that this slackness in building is largely due to the enormously increased cost of labour and material. The more generous terms for building grants recently offered by Government should have some remedial result, but it is clear that local authorities have not yet adjusted their ideas or their finances to the great change in money values.

A provincial grant of Rs. 3,50,000 has, since the close of the year, been distributed amongst the district boards in building grants. It was hoped that six lakhs would have been available for this purpose, but the financial situation did not admit of more than the 3½ lakhs which have been allocated.

7 The expenditure of municipalities on education from their own resources was Rs. 6,94,110 as against Rs. 5,40,197 in the previous year. Speaking generally, municipal boards seem to vary directly with district boards in the matter of education, *e.g.*, Multan Municipality is as progressive as Multan District Board, while Montgomery is as lacking in enterprise as its district board. In Rawalpindi the smaller municipalities manifest more energy than the larger—an unexpected result.

As is the case with district boards buildings are the weakness of municipalities. Otherwise there is on the whole a steady expansion of educational activity.

In last year's report it was stated that only Multan and Lahore had under contemplation the introduction of compulsory primary education. Multan is ready to begin in 1921. Lahore

has been joined by Hoshiarpur, Ludhiana, Jagraon and Raikot in its resolve to introduce the Act of 1919 ; though their respective schemes are not yet matured.

8. All Inspectors comment on the activity of such authorities, particularly in connection with rural areas, in which the demand for Anglo-vernacular education takes the concrete form of substantial subscriptions towards the provision of facilities for teaching English. This activity of private agencies leads, however, in some cases to undesirable competition. Excessive facilities are in some places given for Anglo-vernacular education to the neglect of the more fundamental and important vernacular. Funds are thus wasted and an unhealthy tone is fostered.

CHAPTER III.

Collegiate Education.

9. A noteworthy and popular announcement was made on His Imperial Majesty The King-Emperor's birthday in June 1920 of the K.C.I.E. being conferred upon the Vice-Chancellor, the Hon'ble Sir John Maynard, an honour which the University deeply appreciates.

10. There was no change during the year under review in the number of colleges, which remained at 11 for Arts, 1 for Oriental studies, 1 for women's ; total 13 colleges. Very soon after the close of the year, however, four Intermediate colleges were opened ; two by Government at Multan and Ludhiana, one D. A.-V. at Rawalpindi and one founded by Rai Sahib Lala Banarsi Das at Ambala ; but these more properly come under the next year's survey.

The number of students increased by 52 in Arts Colleges for men ; by 8 in the women's college, but decreased by 26 in the Oriental College. The total figures (4,604) show an increase of 34. It will thus be seen that, whatever be the case, the number of students in colleges has shown no tendency to increase since 1917, in fact there were 17 less students in 1920 than in 1918. The tendency for students to come to Lahore still continues, but it is probable that it will receive a check during the present year, so far as the Intermediate student class be concerned, for new Intermediate Colleges have been started by Government at Multan and Ludhiana and by private bodies at Ambala and Rawalpindi.

11. The year has been well occupied though the work done has had to be more solid than spectacular. There have been 12

meetings of the Senate against 6 last year and 19 of the Syndicat against 16 ; in addition there were several committee meetings in connection with the University's consideration of the Calcutt University Commission's Report besides the usual meetings o the various faculties. Some slight modifications have been mad in the regulations, a Faculty of Commerce has been instituted and the Honours Schools in Arabic, Sanskrit, Botany, Zoology and Mathematics in Lahore, and in Mathematics in Delhi, hav started work This last extension of the University's activities has involved further financial obligations and it has been foun necessary to raise examination fees all round in order to provid some part of the funds necessary for its new teaching functions.

Provision has been made in the budget for five Professor ships, *viz.*, in History, Economics, Mathematics, Physica Chemistry and Zoology. It is hoped that the new professor will be able to begin their work in the next session; a deficit budget (of Rs. 3-,000) was an unusual feature of the year.

Twelve colleges in Lahore and the mofassil were inspected during the year. Affiliation up to the Intermediate standard was granted to the Multan and Ludhiana Colleges, as the new Government Colleges at these two places are named, and to the D. A.-V. College, Rawalpindi. The affiliation of Ramjas College Delhi, was extended to the B A. standard. The Governmen Institute of Commerce, Lahore, has been affiliated for the Diploma Course in Commerce. The Lady Hardinge Medical College Delhi, was affiliated for the Second Professional Course o. Medical examinations. The D. A.-V. College, Lahore, has been affiliated to the M.A. in Economics and the Forman Christian College to the B.Sc. in Botany. Four colleges, *viz.*, Guru Nanak College, Gujranwala ; Mohindar College, Patiala ; Randhir College, Kapurthala, and the Hindu College, Delhi, have been affiliated to the Intermediate examination in the subjects of the Science Faculty. It will thus be seen that there has been a wide extension of the activities of colleges during the year.

Two special lectures were given during the year on ' Some Economic Problems of the Punjab ' by Mr. H. Calvert, I.C.S. Registrar of Co-operative Credit Societies.

The following gentlemen received the degree of Doctor of Oriental Learning, *honoris causa, viz.*, Sir Marc Aurel Stein K.C.I.E., Ph.D., sometime Principal of the Oriental College and Registrar of the University of the Punjab, and Professor A. Foucher of the University of Paris.

The University received, under the will of the late Mrs. Sinha, an endowment of half a lakh of rupees for a lecturership in Mathematics.

Grants have been promised to the University by Government for the following purposes:—(*a*) To meet the salary of the Professor of Zoology, (*b*) to meet the salary of the Professor of Physical Chemistry and the recurring expenditure of the proposed Laboratory, (*c*) to meet the cost of the Chemical Laboratory, estimated at three lakhs of rupees.

To refer again to the institution of Honours Schools by the University, I quote the following from a note by the Vice-Chancellor (Sir John Maynard):—

"It is an important part of the proposals of the Calcutta University Commission that a University should assume certain teaching functions. In harmony with this policy, the Punjab University instituted at the beginning of the academic year now expired, Honours Schools for the B. A. and B. Sc. degree in Sanskrit, Arabic, Mathematics, Botany and Zoology: in which teaching is given by itself, through the medium of selected college teachers organised under the guidance of University Professors. There are at present University Professors of Botany and Zoology (the former a paid servant of the University, selected with the help of a committee of selection in the London University): and paid Professors of Economic and Zoology have recently been engaged (with the help of similar committees of selection in London). It is hoped that paid Professors of Physical Chemistry and Mathematics will also shortly be engaged. The attempt to secure a Professor of History has not thus far been successful. The system of Honours Schools for the B. A. and B. Sc. degrees will be carried further as circumstances permit, and it is hoped that it will be possible for the University to undertake teaching in the M. A. and M. Sc. stages in those subjects in which the University organises the teaching in the stage before the Degree. A feature of the arrangements is the payment to the colleges whose teachers are employed on behalf of the University of remuneration in respect to the services of such teachers.

"The aim of the University teaching in the Honours Schools is to give an improved type of instruction, with some personal contact between teacher and pupil and less recourse to set lectures and text-books, to the abler minority among the students: in the belief that this improved teaching, though in the first instance limited to a minority, will in the long run react upon the spirit and methods of teaching throughout the affiliated colleges of the University. One of the desired results of the differentiation between the abler student who gains admission to an Honours School, and the student who limits his ambition to a pass, will be that the former will no longer be kept back by the inability of the latter to reach the same standard, and that the latter will no longer be pushed forward at a pace too fast for him."

12. Lieutenant-Colonel Stephenson, D. Sc., I.M.S., Principal and Professor of Zoology, went on leave preparatory to retire-

ment on September 1st 1919. The college lost in him a successful and indefatigable scientist, who was a sympathetic guide to the students and an invaluable friend to the staff. He has been succeeded by Mr. A. S. Hemmy, Professor of Physics, who was confirmed as Principal on October 1st and has for the past 22 years been connected with the college.

Mr. Watkins' services were placed at the disposal of the Government of India, and his place has been taken by Mr. J. R. Firth. Bawa Kartar Singh continued to work *vice* Mr. Dunnicliff on deputation to the Munitions Board. Lala Atma Ram, M.A., Assistant Professor of Mathematics, was promoted to the Indian Educational Service and transferred to the Inspecting branch; similarly Shaikh Nur Ilahi, M.A., was transferred to the post of 2nd Inspector of Schools, Multan.

It is with great regret that the Principal records the death of Lala Hashmat Rai, B.A., M.Sc., Assistant Professor of Chemistry, a scientist of distinct promise.

The number of students at the end of the year was 575 against 587 in the previous year; of these no less than 310 were reading science. Boarders total 316.

The examination results of 1919 show still further improvement; 296 students were sent up for all examinations, of whom 211 passed. The percentage of success, 71·2, is the best on record. The college carried off 8 out of the 15 special distinctions offered by the University.

In research work there has been activity in all departments. Both the Biological and Chemical laboratories are reported as insufficient but the University scheme of building will afford some relief. In the case, however, of the chemical laboratory even then extensions will be needed.

The various college societies have had a good year, special mention being made of the League of Order for its useful propaganda work. In games the College won the University Hockey Shield and the University Cups in Tennis. It also won in the Swimming Sports. But in athletics its record left much room for improvement.

13. Both the Islamia and the Forman Christian Colleges report a substantial increase in numbers. The latter has a newly established and flourishing Co-operative Store where a student can get a good lunch at a reasonable price.

The Murray College, Sialkot, had better results than usual. A new building scheme is approaching maturity, and when it is completed the college hopes to take up the teaching of science in earnest.

The Gordon College, Rawalpindi, has raised some funds in America for the erection of a science hall which will be undertaken when a suitable opportunity occurs.

The Khalsa College, Amritsar, hopes to complete its main building this year, thanks to the grant of three lakhs of rupees made by Government in recognition of the services rendered by the Sikhs in the Great War. There are 602 students on the rolls; the tone is stated to be excellent and the college maintains its athletic fame. His Highness the Maharaja of Nabha recently generously decided to build a hostel at the college. It is to be a fine building in the Indo-Saracenic style. The college has received substantial donations from Old Boys and friends of the College. These are partly devoted to the work of the Guru Nanak Club—an organisation for granting scholarships - partly to specific purposes desired by the donors. The College Co-operative Society and the Farm have done very good work. A Junior Anglo-vernacular training class for teachers has been opened during the year.

The D. A.-V. College, Lahore, had 872 students against 994 in 1919. Of these no less than 602 live in the hostel. A valuable addition in the shape of the Lal Chand Memorial Library has been added.

The Dyal Singh College has improved its facilities for Science teaching and is fitting its boarding-house and the science laboratory with an electric installation.

The Sanatan Dharma College had 228 students. It made progress with its building fund, adding Rs. 60,000 thereto during the year.

The D. A.-V. College, Jullundur, with 65 students hopes to open its new building in the coming autumn.

The Gurn Nanak Khalsa College, Gujranwala, with 51 students, has completed its new science block and commenced the teaching of science subjects this year.

CHAPTER IV.

Secondary Education (Boys).

14. There is a very large increase to record in the number of recognised secondary schools for boys. The number rose from 454 to 828 and the number of scholars attending them from 115,526 to 163,899. This phenomenal expansion is largely due to the new scheme of classification whereby institutions of the vernacular lower middle grade have replaced several of the old five class primary schools. The detailed figures show that vernacular middle schools increased from 164 to 491, an increase of 199 per cent., and that the numbers of pupils attending these schools rose from 28,480 to 63,104, an increase of 121 per cent. But the increase in High schools (15) is also substantial, being just under 10 per cent., with a corresponding rise (6,123) in the numbers of pupils. Middle Anglo-vernacular schools also show a growth (32 schools) of 23 per cent. in numbers and 26 per cent. in pupils (7,626).

It is satisfactory to note that in all five divisions there is an increase in the pupils drawn from agriculturist classes.

15. As might be expected from a perusal of the foregoing paragraph, coupled with higher salaries paid and increased cost of furniture, etc., there is a considerable growth of expenditure also to be recorded, the total direct expenditure rising by about 25 per cent., *viz.*, from Rs. 32,65,990 to Rs. 40,91,882. Of this sum Rs. 16,76,518 are derived from fees and Rs. 5,89,389 from private sources.

16. The number of teachers in secondary schools rose from 6,538 to 7,659. Of these 5,177 are trained or certificated. Including teachers of special subjects there is thus one teacher to 21·5 pupils. This figure is not quite so favourable as last year, but on the whole our secondary schools are very fairly well staffed.

The demand for teachers of science, physiology and hygiene, agriculture, and commercial subjects steadily grows, and senior vernacular teachers are in great request for middle schools. To meet these demands as far as is possible at present the Central Training College is admitting an increased number of students ; a new Senior Vernacular Training College was opened in September 1919 at Lyallpur and yet another Senior Vernacular Training College is to be established this year at Hoshiarpur. The opening of a new Anglo-vernacular Training College at Jullundur, projected some years back, has indeed become a most urgent

matter, and it is hoped there will be no further delay in accomplishing this very necessary development.

17. The year witnessed a number of most important changes in the curriculum. The institution of *the Matriculation and School Leaving Certificate examination* having been definitely settled subjects of practical utility, such as shorthand, type-writing, book-keeping, science, agriculture, etc., have attained a more prominent position. The wide field of optional subjects for this examination would appear to be producing one undesirable result, perhaps, *viz.*, the decline of the study of history and geography which are now optional and not compulsory subjects. Only 25 to 30 per cent. of candidates offer these subjects, physiology and hygiene being a very popular alternative. This is almost entirely due to the difficulty that has been experienced in passing in history and geography. The vernaculars and Persian now afford greater attraction to boys at the tail end of the class.

A board, known as the School Board, has been constituted during the year to deal solely with this examination and has held several important meetings, under my chairmanship, in which the syllabus has been adapted to the requirements and capabilities of boys in schools. This board has already more than justified its existence and the interest taken is great. At the same time the Syndicate of the University, to whom its proceedings are submitted, has been relieved of the details of the work connected with this examination.

The introduction of English from the 5th instead of the 4th class was another important change of the year. Some difficulty was experienced in bringing up boys of varying ability to the same standard for the 6th class but headmasters generally, I am glad to say, tided over the difficulty with tact and vigour and consequently no special hardship was encountered. Private schools to whom was extended the option of beginning the teaching of this subject from the 4th class, have, however, almost all followed suit.

The scheme for the introduction of agricultural education, drawn up by a committee last year, has made a fair beginning. The principle underlying the scheme is the recognition of this subject not merely as a special one to be taught in a few technical schools but as a subject to be included in the ordinary curriculum of all rural schools. The subject of Agriculture can only be taught satisfactorily by thoroughly trained teachers. But it will be a long time before such men are available in sufficient

numbers. In the meantime a scheme is being initiated for giving short courses for teachers of this subject in order to tide over the interval on the principle that a semi-trained is better than an entirely untrained man. This important matter is referred to in more detail further on in this report.

18. The Inspectors comment favourably on the general quality of the work done in schools. The use of the vernacular as the medium of instruction is stated to be making encouraging progress ; boys evince a firmer grasp of the lessons taught and the teacher's task has been sensibly lightened ; but the teaching of vernacular languages needs improvement. Drawing is steadily improving but the dearth of drawing masters makes progress still rather irregular, and the Jullundur Inspector asks for more frequent visits of the special inspecting officers in drawing and manual occupations What is really needed is, however, an increase in the staff, as the present number is wholly inadequate for the whole province. In middle schools the Ambala Inspector notes that—

" the teaching of history and geography rather suffers from the fact that the older teachers do not exactly know how to co-ordinate history with the vernacular and geography with science under the new scheme."

This is also corroborated by Mr. Reynell in the case of the Rawalpindi Division. Syed Maqbul Shah (Multan Division) remarks that—

" methods of teaching, with the increase in the number of qualified teachers, have made improvement. Efforts are being made to introduce drawing in more and more institutions each year and most students now take a real interest in this subject where there is a good master to guide them. The teaching of science is becoming more practical and scientific, and that of history and geography a little more modern. "

Mr. Reynell (Rawalpindi Division) also finds that the—

" general quality of the teaching has improved and defects are being eradicated, the suggestions of inspecting officers having made some impression even upon the untrained teachers. English pronunciation and English speaking require greater attention here and there. English composition has much improved in some schools by the adoption of Fraser's method of pictorial books. "

Mr. Reynell, the Rawalpindi Inspector, notes that—

" the number of boys learning English has diminished by 154, a somewhat striking comment on the multiplication of Anglo-vernacular schools, though the abolition of English teaching in the 4th class must be taken into account ".

The experience elsewhere appears to be the opposite and the demand for English is so insistent that special classes for boys to take this language as an optional subject have been opened in a greatly increased number of vernacular middle schools. Mr. Sanderson, the Ambala Inspector, however, has some doubts as to the success of these classes. But he comes to the conclusion, that—

"all things considered the school of the future will probably be the single type middle school, neither vernacular nor Anglo-vernacular, but simply a middle school with English as a voluntary subject and under a senior English trained headmaster."

S. Maqbul Shah (Multan Division) also states that—

"the teaching of English as an optional subject is fast spreading in vernacular middle schools and its utility is being appreciated by the rural classes for whose benefit this scheme was adopted."

but says that some complaints from zamindars have arisen in regard to the rather poor type of teacher employed for this subject, a complaint to which Mr. Sanderson (Ambala Division) also refers.

Sardar Sahib Sardar Bishen Singh (Jullundur Division) however, notes that—

"the experiment of introducing English as an optional subject in certain vernacular middle schools in Ludhiana, Kangra and Ferozepore Districts, has been very successful; the number of boys in such schools have trebled and quadrupled and the income from fees has been adequate to pay the entire staff, vernacular and English. The main difficulty is accommodation but that has nearly always been overcome wherever the district inspecting staff are popular with the people."

It is noteworthy that Anglo-vernacular schools have begun to send up boys for the vernacular final examination since the assimilation of these schools has been rendered possible by the introduction (in 1917 18) of the vernacular as the medium of instruction in all subjects save English in the middle departments. The Jullundur Inspector even goes further and says—

"it is a pity that the vernacular final examination makes no provision for a test in optional English so essential for the welfare of Anglo-vernacular schools and scholars, though this provision already exists in the United Provinces."

I imagine most other inspectors would perhaps endorse this, and the time is coming when we shall perhaps need to reconsider this matter.

In the report for 1918 it was stated that boys of the Patti unrecognised school, Hoshiarpur District, were passed wholesale in the VIII class examination and were then taken into the high

department of the D. A.-V. School, Hoshiarpur. As a result of further enquiries it has been found, however, that this remark cannot be substantiated. It is therefore withdrawn and its insertion is regretted.

19. *Equipment* in secondary schools is generally considered to be fairly satisfactory.

20. *Manual training.*—Last year's report mentioned the issue of a circular outlining a scheme of manual training centres. This is now bearing fruit of much promise. A manual training centre is to be established at Simla in the current year. There is one already in existence at Jullundur and it is said to be doing well; other districts in this division, however, have not yet started such schemes. Lahore has a good centre and proposals exist for the establishment of others at Gujranwala and Batala. Multan Division cannot yet boast of any such centre though proposals exist for the establishment of one at Multan and a second at Lyallpur. Rawalpindi has a most flourishing centre, at which 550 boys from six local schools are being instructed. It is also proposed to establish a second centre to accommodate the boys of three outlying schools of that city. The inspector reports that the effect is already visible, boys repairing their own furniture and bedsteads. A centre at Gujrat is to be established in the near future. In the next few years, therefore, this important branch of education should make really solid and gratifying progress.

21. A beginning has been made with the teaching of practical agriculture on the lines mentioned in last year's report.

Three schools in the Ambala Division have commenced this subject. There is a demonstration farm in connection with the Government High School, Ferozepore, and agriculture is taught at Khalsa High School, Jullundur, and the R. K. High School, Jagraon. Eight other High schools in the Jullundur Division contemplate the early introduction of this subject In the Lahore Division there are classes in connection with middle schools at Ghakkar in Gujranwala, Patti and Kahna Nau in Lahore, Qila Sobha Singh and Satrah in Sialkot, Ajnala in Amritsar, and at Kot Naiñan and Kalanaur in Gurdaspur District High school centres are to be established at Lahore and Gujranwala.

Four districts of the Multan Division have begun the teaching of the subject in certain middle schools. In Rawalpindi Division most schemes have reached only the stage of consideration though there are three farms in connection with vernacular middle schools, that at Ghygushti in Attock District being the best.

The opening of a training class for agricultural teachers at Lyallpur Training College, in connection with the Lyallpur Agricultural College, is already supplying us with a number of qualified teachers; and a scheme is in operation to interest and instruct certain inspecting officers in the teaching of this subject by getting them to undergo a short intensive course at the Agricultural College.

The obstacles to the rapid development of the scheme appear to be difficulties over the acquisition of land and finance, though a generous grant from the Imperial Government has solved the initial difficulties in the provision of land and equipment for each middle school or agricultural centre. It has been found necessary to point out to local authorities that the farms established in connection with the scheme cannot and are not intended to be self-supporting.

22. Mention has been made above of an unexpected consequence of the introduction of the new scheme for this examination, *viz.*, the decline in the popularity of history and geography. Several inspectors comment on the fact that some of the new and more popular optional subjects are being taught by men of comparatively poor qualifications and with insufficient equipment. It is clear then that the widening of the field of optional subjects will involve increased expenditure by school authorities and the department. It is too early yet to comment on the working of the new scheme, although it has made a promising start.

23. On the whole the inspectors comment fairly favourably on the state of discipline. The disturbances of 1919 inevitably had a reaction on the condition of the schools, but with the exception of Kasur, and to a less degree Lahore, the schools came out of the ordeal with less detriment than might possibly have been anticipated. There is, however, comment on the absence of respect for authority and seniority.

Moral training continues to receive attention. The Lahore Inspector (L. Atma Ram) writes:—

"Almost all schools begin their day's work with a hymn or prayer, or both, in which boys of all creeds join. Sectarian schools impart direct religious instruction to boys of their own creed and some non-sectarian schools have arrangements for religious teaching in the religion professed by the parents of the boys."

This summary of moral and religious training is fairly general for the whole province, but the Rawalpindi Inspector—

"doubts whether this has a sufficient effect in stimulating the spirit of reverence."

There is evidence on the other hand of the germination of the seed of social service. A mutual help club, for instance, does quiet work in a certain school towards the provision of funds for the education of some of the less fortunate boys of the school.

24. In the last report mention was made of a revision of this service. Owing to the introduction of the long awaited revision of the Indian Educational Service in the year under review, it became possible to revise the provincial and subordinate services. The work was taken in hand at once. The Provincial Educational Service scheme has recently been sanctioned (as from April 1st, 1920) and issued, and the generous terms granted are, I believe, generally acceptable in every way. The initial work of re-grading involved in itself a big outlay and thus the total cost comes to an increase of about 70 per cent. The service, greatly increased in *personnel* in connection with the big scheme for the revision of the inspecting staff of the province, gives now a satisfactory flow of promotion. The scheme for the revision of pay of the Subordinate Educational establishment is before Government for final sanction. In the next report it will be possible to give the new terms. From October 1919 a temporary allowance of 20 per cent. was granted to every member of this service.

25. The prices of materials and labour have again increased and there is not very much activity to record in the matter of buildings. Even when a school authority decides to build or to extend its existing accommodation, it is frequently found that in the few months between the passing of the scheme and the issue of the contract prices have again advanced and a fresh arrangement has to be made. This fluctuation is even more hampering to activity than a steady high level. Still a certain amount of work has been done. Three new vernacular middle schools in the Ambala Division are near completion and several aided schools are extending their buildings.

The Jullundur Inspector reports the completion of a new building at Garhshankar in the Hoshiarpur District. In Kangra, too, there is some construction in progress. At Moga owing to the generosity of His Highness the Maharaja of Patiala a fine new Khalsa High School has been erected. Twenty-four other schools are extending their buildings.

From Lahore Division come reports of new buildings at Ghakkar (a Normal school) and new Khalsa High schools at Lahore and Tarn Taran. Considerable expenditure, however, will be needed in this division to put school buildings on a satisfactory basis. Multan Division has very little activity to report and the comments on buildings, other than some Government

High schools, are unsatisfactory. In Rawalpindi Division eleven new buildings have been erected, five being in Attock, in which district unusual activity exists.

Several inspectors comment on the need of common rooms libraries, better lighting, etc., in hostels.

26. The new standard rules for Provident Funds, mention of which was made in the last year's report, are proving popular and have already been adopted in many schools.

27. Co-operative Societies are making strides, and the Lahore Inspector reports that—

"the keenness with which headmasters, particularly those in out-of-the-way places, are taking to this scheme augurs well for the success of the movement."

The Khalsa Schools at Gujranwala and Amritsar and some other schools are extending their activities. In the Rawalpindi Division the reluctance of boys to give time to the work seems to show that the true spirit of co-operation has not yet been developed.

The Headmasters' Associations in Jullundur Division adopted with slight modifications the bye-laws prepared by the Registrar of Co-operative Societies. The Conference of inspecting officers, which met last April, made certain suggestions designed to remove defects and to improve the working.

28. It is to be regretted that again it has not been possible to re-introduce this system owing to the absence of the medical inspectors on military duty. Comments have been received illustrating its value. Some few schools have regular clinical tests and records, but the practice is not so widespread as it should be.

29. *Physical training* continues to receive attention. The great need, however, is illustrated courses for the high, middle and primary classes for the guidance of teachers and inspecting officers. The old courses, which had served for several years, and were both effective and useful, were unfortunately done away with as being obsolete without being replaced by a detailed syllabus on more up-to-date lines. Classes for the training of instructors have been held at various times, but just when new and definite courses were about to be drawn up the Adviser to the Department in Physical Education resigned. His successor, Mr. Earl, arrived early last December and is now busy in rectifying this matter and is drawing up an illustrated booklet which should be of immense service in guidance and in instruction.

Organised games are played in nearly all schools though some institutions badly need playing grounds, notably vernacular middle schools. In some schools games are compulsory.

In Multan the stimulus Mr. C. B. Barry has given to games has proved most effective throughout the district.

30. The number of hostels attached to all kinds of schools has risen by 38 to 490. Boarders have increased by 2,207 to 19,359. The increase is spread over all kinds of schools, except that Government Schools are stationary in number, and is most marked in Board and unaided schools. The expenditure has risen from Rs. 2,84,463 to Rs. 3,27,824. Nearly $\frac{1}{4}$ of this is met from provincial revenues and $\frac{1}{3}$ from fees. Discipline is said to be satisfactory and supervision and management have generally improved, but overcrowding often prevails and the Multan Inspector remarks that—

"one does not always notice in the superintendents that solicitude for the health and comfort of their charges which is so essential."

Lala Atma Ram (Lahore Division) notes that—

"most of the hostels maintained by private bodies are still held in cramped and otherwise unsuitable houses."

A good number of our hostels are however housed in spacious well-ventilated and well-equipped buildings, specially designed for the purpose, many of them according to the standard plan issued to schools.

CHAPTER V.

Primary Education (Boys).

31. Apart from the number of new schools that have been established three very important steps have been taken, *viz.*: (*a*) the introduction of the scheme creating the four class type of primary schools, which is now complete, (*b*) the opening of lower and upper middle schools in selected areas, (*c*) a more effective prosecution of the gradual absorption of aided elementary schools.

The new primary schools opened by the local boards in pursuance of the programmes of expansion, discussed at some length in last year's report, number 254, a very fair figure when it is remembered that the year under report was one of considerable financial strain. Multan with 72 new schools claims the credit of opening the largest number of primary schools. It headed the list last year also The defaulting district boards in this matter are Amritsar and Montgomery and to a smaller extent Hissar and Gurgaon. Montgomery District Board will particularly need increased help in the early years of its growing population due to increasing prosperity by reason of the extension of canal colonies; later on this help could be gradually decreased. The

boards in many cases, it is pleasing to note, have done something towards improving the salaries of teachers as well, either by the grant of war and other allowances, or the permanent adoption of better scales or both, as will be noticed later. The equipment, too, is reported to be generally improving. But the accommodation problem is becoming more and more acute and calls for vigorous measures on the part of local authorities The conversion of the ill-staffed, ill-equipped and ill-housed indigenous schools, another important item in the programme, is also proceeding apace.

32. The figures for the year show, despite the opening of 254 new board schools, a net loss of 8 schools and 18,333 scholars. When one goes into further details one is still more puzzled to see an addition of 190 board schools with not an increase but a decrease of 9,702 in the number of pupils attending them. That it is a mere statistical illusion will be apparent from the fact that 316 of the most flourishing of the primary schools have, with their scholars, been transferred to the list of secondary schools under the new scheme, on their being raised to the lower middle grade. It is this conversion, partly automatic, partly deliberate, which is mainly responsible for this obscuring of the advance made during the year. Another contributing factor is that the 5th class no longer forms part of the primary school. S. Maqbul Shah, Inspector, Multan Division, rightly notes that—

"this apparent decrease is not difficult to account for, for as many as 111 primary schools (in Multan Division alone) of the last year are now middle schools, mostly lower middle, and classed as secondary schools, and the boys reading in them and the teachers employed therein are so many fewer in the primary schools."

The fall in the figures for aided elementary schools need cause no regret; the steady absorption into the board school system of this admittedly inferior type of school being an important feature of the programme of expansion and improvement.

Sardar Sahib Sardar Bishen Singh (Jullundur Division) writes—

"Restrictions against admission for want of room have been removed in several schools. The village boy, after completing the primary course, now joins the English school on even terms with his brother of the town and saves a year's time."

As might be expected the figures for agriculturists in primary schools have also been affected by the circumstances described in the foregoing paragraph and, as a consequence, there has been a real gain in connection with secondary schools. It is, however, noteworthy that notwithstanding the general fall agriculturists

in primary schools have gained in strength in the Rawalpindi Division. Mr. Reynell remarks on this point—

"The number of agriculturists has increased by 2,263 to 25,569 and this, in the face of a decrease in the total number of schools, is distinctly satisfactory."

The new scheme of classification has been adopted in almost every school, and even in those private or aided institutions which were given an option in the matter; though Mr. Reynell says it is not popular in his division (Rawalpindi) and that—

"public opinion is not ready to appreciate the probable improvement in the quality of the teaching consequent on the reduction in the number of classes in the charge of one teacher."

33. The total expenditure on primary schools rose by Rs. 1,16,829 to Rs. 19,81,330. Of this sum provincial revenues contributed Rs. 1,61,030 (+Rs. 76,279), local funds Rs. 5,36,053 (+Rs. 84,986), municipal funds Rs. 91,669 (+Rs. 10,366), subscriptions and other sources Rs. 63,201 (+Rs. 657), fees Rs. 98,706 (—Rs. 39,015), endowments Rs. 30,671 (—Rs 16,444). The rise in expenditure is due to higher salaries, to War and Famine allowances, higher prices of furniture, etc. The decrease in fee income is due to the disappearance of the 5th class which paid the highest rate of fee, and to the fact that in Anglo-vernacular schools the 4th class has ceased to learn English and now pays a very much smaller fee. The decreased expenditure from "other sources" is due mainly to the taking over of aided elementary schools by district boards.

34. Ameliorative measures as regards the pay and prospects of teachers are reported to have been introduced in a number of districts in the various divisions. Special War and Famine allowances have also been generally paid. But the complaint, despite the recent revisions of the inadequacy of salaries in some districts is still common. Mr. Reynell remarks while explaining the great disparity between the proportion of qualified teachers in primary schools and that in secondary schools—

"The explanation is probably to be found in the rate of pay which, in spite of persistent efforts and of revisions by many local bodies of their grades and scales, remains in the lowest rank below the pay of an average servant, and considerably below the wages obtainable in factories by men of no education whatever."

He further adds that the want of sufficient vernacular middle schools to feed the normal schools is no doubt a contributary cause. This, however, is bound to disappear with the steady expansion of schools of this class under the five-year programme. The district board at Jullundur has placed certain

restrictions on the recruitment of teachers and as a result trained men are said to be decreasing in number. The Lahore Inspector's suggestion, that the minimum allowance for postal work in schools where post offices are attached, should be raised from Rs. 2 to Rs. 5 has certainly much to commend it.

The inclusion of the old five-class primary schools in the category of secondary schools also accounts for the fall in the number of qualified men, which is likely again to increase with the increase in the number of training institutions and their feeders, the middle schools. Two more Normal schools, one at Moga and the other at Kasur, have already been opened. While the Dharmsala Normal School, recently taken over by Government, has about doubled its numbers and a new Normal school at Jhang has already been planned for next year. The increase, by over 210, in the number of stipends current in the older Normal schools will also help to augment the supply of trained teachers, and thus it will be seen that sustained efforts are being made to keep pace with ever increasing needs.

Of 7,529 teachers in primary schools of all kinds 4,763 are trained and certificated. In Board schools the proportion trained is much greater, being as high as 80 per cent. in Kangra and in nearly every district it is over 60 per cent.

35. All things considered the inspectors are of opinion that the quality of the instruction imparted is undoubtedly improving. The removal of the 5th class from the primary to the secondary has rendered possible the bestowal of more individual attention than was the case before. The Ambala Inspector says on this point—

"As the new scheme of four class primary schools gains a firmer footing and teachers of higher qualifications have increased opportunities of devoting their energies and time to the teaching of lower classes the quality of instruction is likely to improve still further."

Some advance in infant classes has been made with the 'look and say' method of teaching reading in Lahore and Jullundur Divisions, and a start has been made in Ambala also. But in Multan and Rawalpindi the old alphabetic method as yet holds complete sway.

The Rawalpindi Inspector, while agreeing that increased attention is given to nature study and geography, complains of the lack of adaptability even among trained teachers. He remarks—

"A village map, which is one of the requirements of the Code, is only rarely to be found, and where it does exist, it is usually a patwari's map,

which does not show the natural features. Very few teachers seem to have thought of the possibility of producing within the school itself a good map of the village for future use."

Except perhaps in the Rawalpindi and Multan Divisions teaching in the infant classes has distinctly improved since the head teacher has been held directly responsible for this important part of a school, and thus stagnation has been considerably reduced. The Multan Inspector (S. Maqbul Shah), however, complains of the backwardness of his division and remarks that—

"school time is not adapted to local needs and punctuality in attendance is generally not insisted upon."

It is hoped that the changes recently introduced in the methods of work at the Normal schools, together with the increased opportunities which the new scheme provides for bringing these student-teachers into closer contact with the duties they will be called upon to perform in the village school on the completion of their training, will go far to remove shortcomings of this type. But the active co-operation of the district inspecting staff is absolutely necessary to secure this end. There is still need for increased vigilance and more sustained effort on their part and this, it is hoped, will be secured during the current year by the appointment of additional assistant district inspectors, with an extension of the tahsil system in the division of the work of each district.

The practical work, such as gardening in Hoshiarpur, pattu weaving and niwar making in Kangra, described in last year's report, continues to be done in a number of districts with varying degrees of success. Sericulture is carried on here and there, especially in certain schools of the Hoshiarpur, Gurdaspur and Amritsar Districts and in Kulu.

36. The provisions of the Punjab Primary Education Act and their nature were discussed in last year's report and it was stated that the Municipality of Multan was the only body which was taking practical steps to make use of the said Act. The Lahore and Amritsar Committees are interesting themselves in the reorganisation of elementary education in these cities as a preliminary to the introduction of compulsion. This is a wise policy, and indeed all local bodies would be well advised to confine their energies at present to pushing on the provision of schools in order to pave the way to the introduction of the full provisions of the Act. Lahore has engaged the services of a competent superintendent and Government has placed at the disposal of the Amritsar Municipality the services of an Assistant District Inspector for the purpose of carrying out an educational survey. Other municipalities (*vide* paragraph 7) also are considering the application of the Act.

37. Attock and Shahpur in the Rawalpindi Division, and Hoshiarpur, Ludhiana and Ferozepore in the Jullundur Division, are the only districts in which the important problem of providing adequate school buildings is meeting satisfactory treatment. The complaint as regards inadequacy and unsuitability of accommodation is general. The Multan Inspector remarks —

"Already many schools are so wretchedly housed in dark, dingy, ill-situated, ill-ventilated, dirty mud houses that teaching work of any kind is well nigh impossible and the health of the boys is likely to be seriously injured."

The opening of new primary schools and the conversion of aided elementary schools into board schools, in pursuance of the policy of expansion, have rendered the situation still more serious. Government however, is taking necessary steps and it is hoped that the liberal offers of grants to district boards, announced in Home (Education) Department No. 500-G. S., dated the 19th August 1919, will bring much needed relief Government now undertakes to bear from 75 per cent. to 100 per cent. of the cost of new buildings. An account of the results of the impetus thus given to the building activities of local boards will appropriately fall within the scope of the next year's report. A standard plan for a cheap and efficient primary school building has been prepared and copies are being circulated for the information and guidance of Inspectors and local authorities.

The Multan Inspector very rightly advocates that Government grants for buildings should be larger or smaller in inverse ratio to the wealth of a district; and that the Public Works Department under the district board should be awakened to a real sense of their responsibility in this matter of the provision of buildings.

38. *Discipline* is generally satisfactory, except that attendance at school needs to be more regular and the Jullundur Inspector has recently noticed some cases of insubordination among teachers in the Jullundur District. The Multan Inspector complains of the number of youthful teachers.

39. *Physical training* is satisfactory on the whole but in the Ambala and Rawalpindi Divisions the want of a definite system, as pointed out in the chapter on secondary education, is particularly felt.

40. *Equipment* needs improvement in Rawalpindi, Montgomery, Kangra, Jullundur, Hoshiarpur and Sialkot Districts. Jullundur Division has eight *night schools* of which four are in the Ferozepore District.

41. *Boys of low caste* are more and more being admitted to ordinary schools. Jullundur Division has six schools for *boys of*

criminal tribes in four of which, however, other boys attend; and Ambala had one for Mina boys.

CHAPTER VI.

Training of Teachers.

42. There is a substantial increase to report, as at the close of the year there were 1,361 men and 329 women teachers under training as compared with 1,180 men and 326 women last year, and 593 men and 51 women ten years ago. Of this number 13 men and 27 women teachers respectively were under training at the European training classes at Sanawar and St. Bede's. There were also 6 girls being trained as Kindergarten mistresses for European Schools in the Training Class attached to St. Denys' Murree.

Of the remainder 209 men were being trained as English teachers (*viz.*, 161 in the Central Training College, 27 in the Junior Anglo-vernacular Class at the Islamia College and 21 in a similar class at the Khalsa College, Amritsar). There were 2 women teachers in the Senior Anglo vernacular Class at the Central Training College and 6 in the Junior Anglo-vernacular Class at the Kinnaird College. At the new Lyallpur Training College there were 86 men, all in the Senior Vernacular Class. The new Oriental Teachers' Training Class at the Central Training College had 19 Arabic and 20 Sanskrit teachers on its rolls. The remainder, both men and women, were being trained as vernacular teachers for work in the middle and primary departments.

43. There was an increase of two in the number of Government Normal Schools for Men, the total now being fourteen; and one new Government Normal School for Women was opened. It will be noticed in this connection that the number of women under training increases very slowly.

Since the close of the year a new Normal School for Men has been opened at Kasur, over 200 additional places have been provided in the existing Normal Schools for Men, and the Normal School at Dharmsala, formerly maintained by the Canadian Mission, has been taken over by Government with greatly increased numbers.

Special mention should be made of a Training Class for *ex*-soldiers opened at Gujar Khan in the Rawalpindi District, though the school did not actually begin operations till after the close of the year under review. There were 23 men on its books in July 1920.

The policy, outlined in last year's report, of moving Normal schools to, or establishing new Normal schools in, rural areas in preference to large towns, has been continued; *e.g.*, there are proposals for moving the Sargodha school to Lala Musa, the Delhi school to Rohtak and the Jullunder school to Adampur or Phillaur.

The buildings at Gakkhar are completed and the school can open as soon as quarters for the necessary staff be provided. New buildings are ready at Karnal and Multan, but in the former place it has been necessary to house a senior vernacular as well as a junior vernacular class in the same building, while the Multan buildings are occupied temporarily by the new Multan College, the Normal School meanwhile retaining their old quarters

The new schools at Moga and Mianwali are not well housed at present. In fact the general level of accommodation for Normal schools is not so satisfactory as it ought to be; this is chiefly due to the recent establishment of several new institutions in temporary buildings to meet the greatly increased demand for J. V. trained teachers. Proposals have, however, been made to meet all seven cases.

Mr. Wyatt, Principal of the Central Training College, in his report on Normal schools, comments on the necessity of avoiding frequent transfers of staff, owing to the peculiarities of Normal school work. His suggestions on this point have been favourably considered. He also draws attention to the strain imposed on the staff of certain Normal schools to which temporary senior vernacular classes have had to be attached in view of the insistent demand for teachers for the new middle schools opened. He considers that the staff concerned did their best but that a more suitable permanent arrangement is urgently required. This matter has already received attention since the close of the year; a new Senior Vernacular College has been opened at Hoshiarpur from September 1st, 1920.

Another interesting development is that the recent reorganisation of school classes, whereby the primary is now only a four-class school, has greatly changed the conditions of the primary practising-schools—called Model schools—attached to Normal schools. The whole question of practising-schools now requires careful investigation.

One of the difficulties that arise is to regulate the supply of candidates for admission to the demand for teachers. Applications are numerous enough in advanced districts but in backward areas, where in fact the need for trained men is all the

more urgent, it is difficult to obtain enough men to fill vacancies, while selection is impossible.

A revised curriculum has been introduced in the year under review. Greater attention is given in the new courses to geography, arithmetic, nature study; the revision of the handwork and drawing courses is still to be finished. The examination tests also have been improved.

A syllabus of lectures on hygiene has been prepared and it is hoped that the Normal school pupils will not have to follow too learned disquisitions on physiology and anatomy which, it is alleged, were not uncommon under the old system.

All the fourteen schools have now been provided with a large portable medicine chest at a total cost of Rs. 3,000.

On the side of physical training and recreation mention should be made of the tests conducted by Mr. Earl, Physical Training Adviser, and by Pandit Ram Narain and Qazi Ikram Hussain working under Mr. Earl's direction. This side of education will receive increasing attention henceforward.

There is a steadily growing interest in school gardens, and village games seem to be ousting cricket and football in popularity.

44. Apart from the Government Normal School for Women, Lahore, the five normal schools now opened had 146 pupils, a small but rapidly increasing strength. The figures including Lahore are 247 for the year. One new normal school has been opened at Gujranwala during the year. All schools have been doing good work.

At Lahore special attention has been given to nature study, invalid cooking, home nursing and first aid. In Ludhiana and Rawalpindi the students show great keenness on the classes for general reading. In Multan the headmistress (Miss Howell) is developing the artistic side. The girls there are said to show a natural taste for beauty of line and form.

Applications for admission are numerous especially in Lahore. When the Normal school has its new building in the old Central Weavery School site, which has been secured and is to be occupied during the ensuing cold weather, a great advance should be made, as now it has a strong staff.

45. The numbers on the rolls were 202, a slight diminution as compared with last year. The decrease is not at all due to any falling off in applications, but to the opening of the Lyallpur Training College to which the Senior Vernacular Class was transferred.

The qualifications of the candidates rose ; *e.g.*, out of 35 in the Senior Anglo-vernacular Class 30 were graduates. The old jest that the qualification for this class was a failure in the B.A. examination has almost entirely lost its point, as Mr. Wyatt says in his report.

There are now so many applications that it is possible to make a really good selection, and the Principal notes that the average level of attainments and keenness has distinctly risen this year. Part only of the reorganization of the staff has been carried out. Of the three Indian Educational Service Lecturers who were to be appointed only one, Mr. G. C. Chatterji, Lecturer in Psychology, has yet arrived.

There were some losses also, owing to transfers, notably in connection with the new Training College at Lyallpur. Mr. Wyatt remarks—

"Of these Lala Chiranji Lal, whose devoted work for 14 years in the college should be singled out for mention, has taken over the Principalship of the new Training College at Lyallpur ; and the 1st Oriental Teacher, Qazi Mir Ahmad Shah, Rizwani, S. U., one of our oldest and most respected teachers—has gone with him."

The curriculum has been revised particularly with regard to language teaching. More intensive study also has been allowed through the introduction of alternative subjects.

Mr. Wyatt regrets that the large numbers in the college and certain defects in the organization of the Central Model School prevent the provision of sufficient supervised practice in teaching. He wishes to see students obtaining 120 hours of such training per session instead of 60 hours which is at present possible. To secure this effectively he advocates a limit of 120 being placed on the Anglo-vernacular students in training, and the Central Model School being provided with a specially selected staff throughout its secondary classes. With the abolition of the primary classes in this school, and their accommodation utilised for the opening of additional sections in the secondary classes, extended scope for the practical part of the training should be possible and this defect met at least to some extent. A Demonstration school is also projected in connection with the college, to be housed in the fine building, near at hand (formerly used by the Normal school) as soon as a permanent home has been secured for the new Government Institute of Commerce. Mr. Wyatt also refers to the shortness of the sessions as being responsible for an overcrowded time-table.

A feature of the year was the opening of a special six months' class for classical teachers to which 20 teachers of Arabic and 20 of Sanskrit were admitted. In spite of some initial difficulties

the class has done good work and it is proposed next year to extend it so as to include teachers of Persian, the ambition being, as the Principal notes—

"To send the teachers from the college alive to the spirit of the times in educational thought, and eager to keep abreast of them."

The examination results maintain their usual high level.

46. The Lyallpur College was opened on September 1st, 1919, to relieve the pressure on the Central Training College and to meet the increased demand for senior vernacular teachers. There were 86 students on its roll and with 111 in the four classes attached to it, the total under training amounting to 197.

For the time being the college is accommodated in the Normal school buildings (to which some additions and alterations have been made), the latter school being put into hired or temporary buildings. A site has been secured and the new college buildings are to be begun in the coming year.

Lala Chiranji Lal, B.A., who had held immediate charge of the Senior Vernacular class at the Central Training College, was put in charge and two others of the same staff were transferred with him to Lyallpur. A special grant was made to improve the College library and additional grants for equipment were also sanctioned. Training in the practice of teaching received, of course, special attention and students also visited the secondary and primary schools in the neighbourhood. The Muslim High School, the Dhanpat Anglo-Sanskrit School as well as the Government High School have been utilised for practical work.

Good work is being done, the college deriving special benefit from its proximity to the Agricultural College.

47. Owing to the rate of expansion of vernacular middle schools having been accelerated by the opening of lower vernacular middle schools, and to the greater demand for senior vernacular teachers in the Anglo-vernacular schools since the vernacular has become the medium of instruction in middle classes, it has been necessary to improvise means for increasing the supply of such teachers. Thus senior vernacular classes were opened in the Normal schools at Jullundur, Karnal, Sargodha and Multan in September last, the Senior Vernacular Training College at Lyallpur replaced the senior vernacular class that formerly existed in the Central Training College, Lahore.

In this connection it is to be noted that the senior vernacular classes attached to these Normal schools, and also the two junior anglo-vernacular classes attached to Arts Colleges suffer in comparison as they have not the same material to draw upon and are subject to disadvantages in accommodation and staff. The work done in these classes is zealous, but the result can only be classed as moderately satisfactory.

f 48. The Sanawar Training class had 14 students at the beginning and 13 at the end of the year. There was still no permanent master-in-charge; and Mr. Prince carried on almost single-handed—an arrangement, which in spite of his great zeal and devotion, cannot be satisfactory. The rate of stipend during the course of training has been raised to Rs. 50 per mensem, which is now considered sufficient.

The present buildings are unsatisfactory and inadequate. The new Training College site has been cleared and it is hoped that the foundation stone will be laid by His Excellency the Viceroy this autumn.

It cannot be said that the recruitment for this class is at all satisfactory. An average output of 6 trained men teachers per annum is not enough for the needs of European Schools. It would seem that educational posts will have to carry better pay and prospects if they are to compete with other careers for this supply of teachers of the best ability. At present the outlook is far from promising.

St. Bede's College, Simla, had 27 girl students on its rolls. The work and examination results were satisfactory.

The training class for Kindergarten teachers at St. Denys' School, Murree, made a successful beginning with six students, who took the examination of the Bombay Education Department at the close of their course. This examination is recognised by the Punjab Department.

49. These have not been possible during the year. Mr. Buchanan, Inspector of Drawing, went on leave owing to illness. Miss Graham, Inspectress of Domestic Science, was also on leave for some months. On her return her attention was devoted to inspection and to special courses for schools.

Mr. Earl, the Adviser on Physical Education, is to commence a series of special courses for physical training instructors in the forthcoming cold weather.

CHAPTER VII.

Professional, Technical and Special Education.

50. There are no new developments with regard to this institution, except that the question of a new building has now been decided. L

51. The total number of students in the Medical College was 342 against 325 last year and 176 in 1916. In the Medical School there were 412 against 379, and 255 in 1916. It was impossible to transfer the Medical School to Amritsar during the year under review and admissions had again to be restricted. The numbers admitted were, to the college 72, to the school 88. This state of affairs, however, is expected to cease in October next and from that time far more students can be taken. M C S

The examination results were satisfactory though not up to the high level of 1918-19. The candidates from the Punjab Medical School for Women (Ludhiana) in the first, second, and final certificate examinations all passed, an excellent record.

Rai Bahadur Dr. Balkishen Kaul, who held the chair of Materia Medica, severed a long connection with the college and school when he retired last November. He has been succeeded by Major J. H. Harper Nelson.

The Women's Christian Medical College at Ludhiana in spite of a difficult year had added to its staff, developed its teaching and improved its organisation.

The Unani class in connection with the Islamia College examined 97 students – 48 being private candidates,—in various tests of the Unani system and passed 67. Similarly the Ayurveda Vidyalaya of the D. A.-V. College passed 13 out of 15 candidates for its Kaviraj examination. The latter institution contemplates an extension of its accommodation for students and for hospital purposes.

52. There has been a change of Principal as Lt.-Col. G. K. Walker, C.I.E., O.B.E., succeeded Col. H. T. Pease, C.I.E., V.D., in July 1919 when the latter, after many years devoted service as Principal and Profesor of Equine Medicine, went on leave preparatory to retirement. Mr. E. Burke, I.S.O., also retired after 11 years' service as Professor of Surgery and thirty-seven years in the Department. He was a very efficient and popular officer. As regards examinations the Board of Examiners reported that they considered them to be very satisfactory.

There were on the average 159 students in the hostel and 81 admissions were made during the year. The ordinary and the post-graduate courses have been under revision and will come into operation in due course.

53. The control of this school has now passed entirely into the hands of the Chief Engineer, Buildings and Roads Branch, Public Works Department. The numbers on the roll were 98, 46 being Hindus, 32 Muhammadans and 20 Sikhs ; about 25 per cent. of the total being agriculturists. All classes except the Draftsman class were well filled. The College workshop continued its valuable educational and productive work.

54. The numbers again declined from 231 to 195. The causes appear to be enhanced cost of living, which causes boys to avoid the cost of training, the high price of materials and insufficient stipends ; and further the grade of pay of a drawing master on Rs. 25—50 now fails to be attractive. Steps have been taken to improve the stipends for the teacher (drawing master) class and it is hoped that something will be done for the industrial section, while the question of the revision of pay for drawing masters is being considered along with other Subordinate Educational Service proposals in this connection.

Eleven trained teachers were turned out against applications for 45. The class for the training of architectural draftsmen, under the immediate superintendence of Mr. B. Sullivan, A.R.I., B.A., Consulting Architect to Government, opened last year as an experiment has, it is satisfactory to note, proved a success and is being continued.

The question of providing a new Boarding-house has become very urgent.

55. The College is fast gaining in popularity ; there were 268 applications for admission against 223 in 1918 and 180 in 1917 ; moreover, the standard of applicants has also risen, two-thirds of the admissions being first class matriculates. Work with the teachers' class preparing agricultural teachers for high schools continues successfully ; a third batch of 20 are now being trained.

Hostel accommodation is still inadequate necessitating special arrangements for the vernacular class, and the Principal expresses the hope that the additional staff required, and referred to in his report for 1918-19 will shortly be sanctioned. A dispensary and part-time Sub-Assistant Surgeon are also required. Internal scholarships have been raised in number and value, and several district boards and Indian States have founded scholarships and made endowments for this purpose.

The Principal writes :—

"On the whole the prospects of the College are very bright, and it is gaining in popularity and reputation steadily. The future demands concentration and strengthening of the staff as main lines of policy if its proper function

as the centre for improving Punjab agriculture is to be firmly and solidly secured."

56. The numbers under training in the various departments increased from 41 to 52, of whom 5, 16 and 5 respectively were Brahmins, Khatris and Aroras.

57. There is an improvement in the quality of carpentry. Improved looms have been introduced in Kulu and some attention has been given to fruit growing and sericulture. The comparative stagnation in numbers is put down to economic pressure which drives boys to earn a living as quickly as possible. Comments are also made as to the inadequacy of equipment and staff in some schools. There is a fair increase in the number of girls under training, but a decrease of 815 in the number of boys is to be regretted.

The Railway Technical School, Lahore, continues to do extremely good work under its enthusiastic Headmaster Lala Madan Gopal, B.A. The School for the Blind, Lahore, is a useful institution and has recently been provided with a boarding house. The school for disabled soldiers at Lahore has 39 men on its books, of whom two are blind. The latter are being taugh hand work in the School for the Blind. The remainder of th class is taught to drive, clean and overhaul motor cars.

The system of grants-in-aid to industrial schools has bee revised and courses in wood work, metal work and drawin by Mr. L. Heath, Principal, Mayo School of Arts, Lahor will come into use this year.

58. There is nothing special to report in connection wit this school which has 107 boys on its rolls. Its manufactur products sell well, a tribute to the quality of the training. Th school is exceedingly well managed.

59. An important feature of the year was the opening of th Government Institute of Commerce, Lahore, on September 1s 1919. The Institute occupies at present the old Normal scho building. Its staff consists of a Principal and three Commerci masters. There was not time to advertise the school widely b fore it opened but 37 matriculated students joined the first ye class. This number will probably increase greatly in 1920-2 Instruction is given in the usual commercial subjects and t institution is affiliated to the Punjab University and prepa students after a two years' course for the new Diploma Commerce. The Government post-matriculate commercial cla opened at Amritsar in 1918, which had proved most successf was transferred to this new institution. A special library gra of Rs. 2,500 was sanctioned at the close of the year.

A good beginning has been made as foundations appear to have been laid on sound lines. The Principal notes that stenography, an optional subject, has been taken up by all the students in view of its market value.

The Young Women's Christian Association and the Young Men's Christian Association classes were popular as usual. But both institutions complain of the shortness of the average students' membership of the classes, which militates against good work. Typewriting and shorthand are much the most popular subjects.

CHAPTER VIII.

Female Education.

60. There has been a substantial increase in the number of girls' schools during the year. The total now stands at 1,074 as against 1,020, an increase of 54 ; last year's increase was 5. The increase is mainly in primary schools, but it is satisfactory to note that every type of school has increased in number. There are now 10 high schools and 65 other secondary schools.

The number of scholars also has increased by 2,977 to 57,732. There are 314 more girls in high schools than last year, an important fact in view of the need for the extension of girls' schools in the Province.

The distribution of schools and scholars by divisions, which is given below, shows that Lahore leads the way, while Ambala brings up the rear, far behind the rest:—

Division.	*Schools.*	*Scholars.*
Lahore	312	20,895
Rawalpindi	224	11,489
Jullundur	224	10,510
Multan	165	9,995
Ambala	149	4,893

High schools exist only in Lahore and Jullundur Divisions where there are 1,623 and 532 girls, respectively, in this class of school.

The expenditure on girls' schools shows a marked advance of Rs. 76,199, being Rs. 8,15,880 for the year ; while last year we had to report that expenditure was practically stationary. There is an actual decrease in the expenditure on high schools ; but Rs. 60,461 more have been spent on primary schools than in the previous year.

61. As to Collegiate Education, there is a corresponding advance to record, small though the total numbers still are. The number in the Kinnaird College rose from 30 to 38. The successes gained by this College in University Examinations were gratifying, as 4 out of 5 candidates passed the B.A. and 10 out of 11 candidates sent up passed the Intermediate Examination in 1919. These results have been surpassed this year. Some addition has been made to the accommodation, which, however, is still inadequate. The staff has been strengthened by the addition of three lecturers, while further efforts are being made to improve the standard of physical and social recreation.

Queen Mary's College (where the total number on the rolls continues to increase) also sent up two candidates for the Intermediate Examination, both of whom passed ; while the Convent of the Sisters of Charity prepared three candidates privately, two for the Intermediate and one for the B.A. All three were successful.

In this connection the Chief Inspectress notes that the girls who take higher education are increasingly attracted by the medical profession, apparently because of its lucrative prospects and freedom.

62. Progress has been made in the training of teachers, a new Normal School having been opened at Gujranwala for junior vernacular teachers. All Government Normal schools are doing good work, and there is considerable demand for admission to the various classes from primary teachers, both of town and village schools The staff of the Normal School, Lahore, has been greatly strengthened, and it has been found possible to enlarge the scope of its work. It is extremely satisfactory to note that during the ensuing cold weather the school will move into its own permanent buildings, which are well situated and are larger and more suitable in every way and will be a very great advance on the present accommodation.

The Rawalpindi Inspectress (Miss Must) arranged "refresher" courses for primary teachers which were found most beneficial, and district boards in this division have afforded special facilities for teachers to improve their qualifications. The munificent gift by Rai Bahadar Lala Ganga Ram, C.I.E., M.V.O., of valuable property on the Lower Mall, Lahore, for a Hindu Widows' Normal and Industrial School, for which also he is providing handsome and spacious buildings ; and of a house which is being altered and added to in order to open a high school for

girls of every creed to serve also as a practising-school, are important movements which will be dealt with more fully in the next report.

Aided Training classes, with the exception of the Kinnaird School and Sialkot Mission classes, are not doing very well. Some indeed are on the point of extinction.

In connection with the training of women teachers mention should certainly be made of the excursions to mills, salt mines, and canal works, also to the Infant Welfare Exhibition at Delhi. The effect on the mentality of the excursionists is said to have been remarkable. A wider field of life was opened to their gaze, and their interest was genuinely roused.

63. The number of secondary schools steadily increases and efforts have been made to improve the methods and standard of teaching. The high schools are generally good and their work is thorough. There is a demand for more English teaching in connection with secondary education, also for more hostel accommodation. In the present year Lahore hopes to make some provision for both needs and Jullundur expects to provide a small hostel. Ambala badly needs a Government high school for girls, not only to stimulate public interest in girls' education but to help in the supply of good teachers.

Among aided schools the Sikh Kanya Maha Vidyala, Ferozepore, and the Kinnaird High School, Lahore, merit special mention for their good work.

Caution is needed, however, in other directions owing to the tendency in some places to add middle classes to a primary school, and to devote more attention to the new department, thus neglecting the all important foundations of education.

64. The new classification adopted in 1919 for boys' schools has not yet been brought into operation for girls, but the preliminary steps are to be taken in the present year, and among them will have to be a certain revision of the curriculum. The work of primary schools, though somewhat stereotyped, is said to be improving, especially in arithmetic and languages, but general knowledge and practical hygiene need more attention.

An important feature is the gradual provision of second mistresses in schools of more than 40 children which should produce a great improvement in the quality of the work.

The Punjab Association had 392 children on the rolls of its various schools in Lahore at the end of the year.

Miss Stratford, the Chief Inspectress, remarks—

"One of the greatest needs to ensure the steady and regular progress of the schools is the strengthening of the inspecting staff by the appointment of Assistant Inspectresses for each division so that it may be possible to visit each school more frequently and to take in a few more of the outlying schools which wish to be returned as purda schools. The difficulty of finding suitable ladies for these posts is becoming less each year, for the Punjab service is popular and we are getting more well qualified women passing through the Colleges and the Central Training College."

Sialkot, Ambala and Ferozepore badly need District Inspectresses. So far there is only one District Inspectress in each division. Their appointments are certainly fully justified, for they are respected and liked and have done most useful work.

65. Very little has been done in the year in regard to bulidings. Many municipalities have talked of buildings but have erected none. In many cases overcrowding is now dangerous. Aided school buildings on the whole are better than local board schools.

66. In boarding schools this is moderately satisfactory but in day schools it is deplorable. In fact in some schools sanitary arrangements do not exist. Overcrowding, flies, insufficient and impure drinking water add to the general unhealthiness of the buildings. It is high time that school authorities recognised as their duty the provision of light, airy buildings, good water and sensible sanitation.

67. Among the wants of girls' schools are facilities and organization for games and exercise, school gardens, and a regular supply of material for needlework. The Department has tried to assist in the matter of games, as, through the efforts of Lala Hari Das, a little handbook of games for Indian girls is shortly to be published. The inspectresses, too, devote particular attention to this matter at their visits. But the provision of school gardens and good cheap material for needlework are questions involving considerations that lie beyond the province of this Department. Still it ought to be possible to insist in future that new schools provide gardens for their pupils.

The recommendations of the conference on girls' education held in 1919 were mentioned in the last report. During the year under review these have been closely examined and scrutinized with special regard to their financial aspect. In some few directions action has been taken and it is hoped to prosecute the

scheme more vigorously as funds become available ; but the full adoption of the report will necessarily involve much time and large expenditure.

CHAPTER IX.

Education of Europeans.

68. As compared with last year the number of public schools shows a decrease of 3, being 30 as against 33.

The decrease is due to the amalgamation of the Cathedral Orphanages, Lahore, with the Boys' and Girls' High Schools, and to the closing of the small school at Bhatinda.

The number of High schools has risen from 14 to 15, while Middle schools have gone down from 13 to 10 and Primary schools from 6 to 5. The increase in High schools is due to the raising of the Convent School, Dalhousie, to that grade ; the decrease in Middle schools is due partly to the same cause and partly to the amalgamation abovenamed ; while the closing of the Bhatinda School accounts for the decline under Primary schools. Of all the above schools 12 out of the 15 high, 3 of the 10 middle, and 2 of the 5 primary are situated in the hills In this connection the Inspector remarks that—

"if primary schools alone could be allowed in the plains the effect on the physical, mental and moral development of the children would be immense, for the difference between a hills and a plains schools is striking."

69. The total number of teachers was 221 against 201 last year. Of this number 156 were trained and 18 were graduates. Provident funds are now universal; salaries have been raised in almost all schools, but even now the dearth of new and well qualified candidates, particularly for posts in boys' schools, shows that the prospects still are not sufficiently attractive, other avocations offering much better prospects to smart youngmen of this community.

70. Including the figures for private, *i.e.*, unaided and uninspected schools, the total is 3,069—a decline of 6. There were 3,002 children in public schools and 2,059 of these are in boarding schools for boys and fourteen for girls. The distribution by classes shows 546 boys and 608 girls reading in secondary classes, and 894 boys and 1,021 girls in primary classes. It is suggested that the fall in the proportion of girls in the secondary, as compared with the primary classes, is due to the premature withdrawal of girls from school. The Inspector—

" doubts whether the above figures represent all the children of the domiciled community. The inspections of plain schools seem to show that a measure of compulsory primary education would be an immense boon : as it is, there is reason to fear that a certain number of children grow up practically illiterate and unemployable."

The above figures do not include the Station School at Delhi with which this report is not concerned.

The direct expenditure on European schools amounted to Rs. 4,58,647 (an increase of Rs. 63,868) comprising the following items :—

	Rs.
Imperial and Provincial Funds	2,61,858
Fees	1,61,426
Other sources	35,363

The increase in fees was no less than Rs. 52,017.

71. The remarks made in last year's report still apply, but fortunately with somewhat less weight. Auckland House School, Simla, has embarked on an extensive rebuilding scheme. The Convent School, Dalhousie, has purchased a big adjacent estate known as Strawberry Bank Hotel which adds greatly to its accommodation. St. Denys' School, Murree, has also expanded not only by buying property but by building. Minor improvements have been made at the Lawrence School, Ghora Gali. Finally it is satisfactory to note that the long standing reproach that European schools hardly provided any science teaching is being met. Bishop Cotton School, Simla, has revived its laboratory, the Cathedral High School for Boys, Lahore, has opened a small laboratory and plans are now under consideration for laboratories, manual training and drawing schools at Ghora Gali, where also a training class for teachers of domestic science is to be established.

But the problem is by no means solved. The majority of European schools will be badly housed even after the schemes mentioned above have matured. Large expenditure will be involved, and it is unfortunate that the various religious denominations, which provide so large a part of the expenditure on European education, are beset with difficulties owing to diminished home income and unfavourable exchange.

72. The high school examination results showed considerable improvement as 23 boys and 42 girls passed out of a total of 79. In the middle school examination there were 171 candidates and 65 boys and 84 girls were successful. The Cambridge Local examinations do not show such good results, only 37 out of 96

candidates passed in the various stages. Insufficient preparation and slackness in attendance are the main causes of this weakness in these latter examinations, nor are they altogether appropriate to our schools.

73. In all 104 scholarships were given, 37 being won by boys and 67 by girls. The expenditure under this head amounted to Rs. 11,047. In the last two years the whole system of scholarships has been revised. The first step was to change the conditions of the Primary scholarships. These are now awarded on the result of a personal interview with the Inspector, who sees each candidate, looks at the school work and family record of each, thereon framing his opinion. The new system, worked for the first time last year, is said to be meeting with great success.

The second step recently sanctioned was to revise the whole system of high school scholarships in order to remove the just complaint that an able pupil needing pecuniary aid had no chance of affording the further education to which his or her abilities were fairly entitled. This has been done as follows :— 4 scholarships of Rs. 40 per mensem each, tenable for two years at any University or Medical school, are awarded on the results of the high school examinations. If the holder passes the Intermediate or equivalent examination in the first or second class he or she is eligible for a further scholarship of Rs. 40 per mensem for two years ; thus being enabled to read for a degree.

There are also 4 scholarships of Rs. 20 per mensem each awarded on the results of the high school examination, and tenable for two years either at a University or at a training or technical institution.

Finally there is a scholarship for boys of Rs. 60 per mensem, tenable for three years either at the Thomason College, Roorkee, or at any other first grade engineering college in India; and attached to this is a supplementary scholarship of Rs. 20 per mensem to cover the period of special tuition for the entrance examination to the Roorkee or other engineering college.

The scheme was brought into operation for the last high school examination and it can now be fairly claimed that the scholarship ladder is long enough for its purpose.

74. The last report mentioned the urgent need of a revision of the curriculum. A series of conferences was held in the year under review and, as a result of these deliberations, a revised curriculum is now in use throughout the Province. The changes may be summarized by saying that the courses in English, history, geography, arithmetic and French have been greatly improved. Further, a more vocational trend has been given to

the training by the introduction of typewriting and shorthand as optional subjects, in the high school examination, and by the complete overhaul and extension of the domestic science and needlework courses for girls.

Further improvements, however, are needed. All high schools ought to be able to offer instruction in science. There is a demand for this even in girls' schools: and all schools for girls should have a qualified staff and modern equipment for teaching domestic science. Steps towards these ideals have been taken at Ghora Gali, as mentioned above, but some years will elapse before we attain them. Manual training also is poor and insufficient. Sanawar and Ghora Gali attempt to teach the subject in a small way but this is not enough.

On the physical side it is to be noted that some schools already keep a clinical record of their pupils. All have been urged to take up, or improve their clinics and to send periodic information of progress to the parents of their pupils. In this way parents also will have their responsibilities brought home to them. Careful observation of boarding schools shows that there is almost invariably a substantial difference in favour of the boarder as against the day scholar, many of the latter showing signs either of malnutrition or of injudicious feeding.

Games in boys' schools are generally fairly well organised though in the hills lack of ground is a difficulty. At girls' schools further improvement is required. Other girls' schools might well adopt the game of "handball" as played by the Sanawar girls. It may be paradoxically described as Association football, played by hand on a hockey ground. It is an admirable game.

Scientific physical training has undergone an absolute transformation in the year under review. Mr. R. Sanderson held three special courses for teachers in the year at Sanawar, Simla and Lahore in addition to his duties as Inspector of Schools, Ambala Division. The effect has been remarkable. Whereas formerly most schools had drill of a more or less perfunctory character, *e.g.*, club swinging or dumb bells or marching, now practically all have adopted the new course. The children look better set up and fitter, and it is said that the mental reaction, too, is satisfactory. It is doubtful whether any more beneficial development of education has been made in recent years; and to Mr. Sanderson's expert advice and training as well as to his enthusiasm, and the power he possesses of infecting others, is mainly due to this excellent result.

Mention should be made of fire drill and fire precautions. In the plains the need for drill is not so insistent as buildings are

generally of one storey and have but little wood work in them, but in the hills many schools would be death traps if a fire broke out. At all inspections fire precautions and drill have received attention and it is satisfactory to note that schools are taking their responsibilities in this direction with more seriousness.

75. The number of boys and girls proceeding to Universities or professional training institutions has slightly increased, and it is hoped, will increase still more under the new scholarship system. Thanks largely to the generous and zealous work of the Revd. O. Younghusband, the Younghusband Collegiate Hostel, Lahore, is now in being. At present only temporary accommodation is available but funds, already considerable, are being collected for a permanent building. Meanwhile the men live in comfortable and healthy surroundings under the supervision of Mr. C. Eyre Walker, Warden of the Hostel.

The Government Training Class for Masters at Sanawar under Mr. T. G. Prince, officiating master-in-charge had a successful year. The new buildings, excellently designed to extend and develop this class into the Chelmsford Training College, are about to be begun by the laying of the foundation stone in October by His Excellency the Viceroy.

76. The Lawrence Military Asylum, Sanawar, is now under the control of the Government of India in the Army Department. It carries on its work at the same high level of efficiency. Difficulties of recruitment of qualified masters, however, beset this school as they do Ghora Gali, in spite of a recent revision of salaries. During the absence of the Revd. G. D. Barne on long leave Mr. W. Gaskell, the Headmaster, officiated as Principal.

The Lawrence School, Ghora Gali, continues to show up excellently in examinations. Its buildings are steadily being improved and, as stated above, it is soon to add considerably to its instructional capacity. The scale of salaries for the staff again is under revision as the previous revision was inadequate. The most urgent needs are a new hospital, a new block for science teaching, etc., and a house for the headmaster.

Bishop Cotton School, Simla, has been rehabiliated. Its finances have been re-established on a sound footing. It has a new and well qualified staff and it is full once again, with a roll of 172 boys.

Auckland House School, Simla, has embarked on a rebuilding scheme, which when complete will provide this school with a home more fitting to its standing.

St. Denys' School, Murree, and the Convent School, Dalhousie, have extended their estates and buildings, adding much to their usefulness.

77. The year has been one of considerable activity and a definite start has been made on the task of equipping the future generation of the domiciled community for the era of intensified competition which lies before it.

CHAPTER X.

Education of Special Classes.

(i) *Muhammadans.*

78. The following table gives the number of scholars of the chief communities in the Punjab attending educational institutions of all kinds :—

The figures apply to boys only.

Institutions.	Muhammadans.				Hindus.				Sikhs.			
	1919-20.	1918-19.	Increase.	Decrease.	1919-20.	1918-19.	Increase.	Decrease.	1919-20	1918-19.	Increase.	Decrease.
Arts Colleges — English	889	886	3	...	2,773	2,872		99	686	613	73	...
Arts Colleges — Oriental	35	32	3	...	45	73	...	28	5	6	...	1
Professional Colleges — Law	84	63	21	.	281	391		110	38	41	...	3
Professional Colleges — Medicine	59	49	10	...	213	215	...	2	67	60	7	...
Professional Colleges — Commercial.	2	...	2	...	31	..	31	...	4	. .	4	...
Professional Colleges — Teaching	99	88	11	..	135	126	9	...	44	40	4	..
Professional Colleges — Agriculture.	92	72	20	...	56	36	20	..	48	51	...	3
Professional Colleges — Veterinary	135	132	3	...	36	39	...	3	47	41	6	...
Total ..	1,395	1,322	73	..	3,570	3,752	...	182	939	852	87	...
Secondary Schools — Anglo-vernacular	32,275	27,902	4,373	...	51,242	44 815	6,427	...	16,171	13,326	2,845	...
Secondary Schools — Vernacular.	25,867	10,828	15,039		23,439	13,457	14,982	..	8,218	3,800	4,418	...
Total ..	58,142	38,730	19,412	...	79,681	58,272	21,409	.	24,389	17,126	7,263	...
Primary Schools .	103,356	103,561	...	205	88,268	103,343	...	15,075	31,389	34,577	...	3,188
Training Schools ..	472	433	39	..	495	370	116	...	92	72	20	...
Medical Schools .	128	139	...	11	175	155	20	...	127	107	20	...
Mayo School of Arts.	120	132	...	12	48	60	...	12	17	29	...	12
Engineering	32	36	...	4	46	45	1	...	20	15	5	...
Industrial...	1,221	1,557	...	336	451	860	...	409	108	257	...	59
Commercial	..	...	...	...	...	...	...	...	...	...	...	...
Reformatory	48	41	7	...	56	43	13	...	2	3	1	...
Other Special.	68	25	43	...	132	105	27	...	53	6	47	...
Total Public Institutions.	164,982	145,976	19,006	...	172,922	167,014	5,908	...	57,226	53,042	4,184	...
Private Schools ..	23,886	17,804	6,082	...	12,724	12,376	348	...	3,738	2,434	1,304	...
Total of scholars at institutions of all kinds.	188,868	163,780	25,088	...	185,646	179,390	6,256	...	60,961	55,476	5,488	...

If attendance at private schools be not taken into account, on the ground that such institutions being mainly religious afford very few data for estimating comparative progress, it will be seen that again a most satisfactory increase has occurred in the number of Muhammdan boys at school, and that even in the branches of collegiate education there is a slight but universal increase. The increase seems to be widely but unevenly distributed, all inspectors reporting improvement on the whole. It is to be noted that the figures for primary and vernacular schools show this year the effect of the reorganization whereby standards I to IV only are classed as primary, and V upwards as middle.

The percentage of pupils belonging to the Muhammadan community in the secondary stages of education is as follows :—

Secondary schools.	*High stage.*	*Middle stage.*
31·19	24·25	32·39

Some inspectors point out that in spite of the increase shown in total numbers, Muhammadans still lag behind, as compared with their population strength, also as compared with the literate strength of other communities. Comparative poverty and lack of organization are suggested as contributory causes. Still headway is being steadily made.

(*ii*) *Jains.*

79. Out of 163,940 non-Brahman Hindus in public institutions there were 1,588 Jains (an increase of 125), *viz.*, 54 in colleges, 701 in secondary schools, 830 in primary schools and 3 in special schools.

(*iii*) *Education of Upper Classes.*

80. At the Aitchison College there was an average number of 93·5 boys on the rolls ; with an average daily attendance of 77·9. The number on the books again tends to increase.

His Highness Raja Sir Bhuri Singh of Chamba and Thakur Mahan Chand of Amritsar, both of whom were highly valued members of the Managing Committee died during the year to the great regret of all connected with the college. The death of His Highness Raja Sir Bhim Sen of Suket, an old boy, is also recorded with great regret. The college also lost a distinguished visitor and a loyal friend in the person of Sir Henry Rattigan, Chief Justice of the High Court, Lahore.

The staff did not suffer so much from changes as in previous years, though the Principal draws attention to the departure of Mr. E. M. Atkinson who for many years had been connected

with the life of the institution and was popular with all, especially with tennis devotees.

The Principal comments on the unsatisfactory financial situation at the close of the year. Fees realised were Rs. 7,000 short of the budget estimates while expenditure had increased, with the result that there was a considerable deficit. This means the curtailment of all but the most necessary repairs and improvements. No reply was received to the proposal for the increase of the Government grant or for the revision of salaries of the staff.

(*iv*) *Education of Low Castes.*

81. The Ambala Division reports an increase in the number of low caste children reading in ordinary schools, *viz*, from 161 to 567 ; on the other hand the number of low caste schools decreased from 32 to 26, and the low caste children reading therein to 394. Jullundur reports a similar phenomenon, the inspector remarking on the steady breaking down of social barriers. The Lahore Inspector comments on the number (175) of boys of other communities attending these schools as compared with 508 low caste children. In the Multan Division the village schools appear to absorb the low caste children without difficulty ; but both the Multan and Rawalpindi Inspectors draw attention to the lack of facilities for educating such children in municipalities where they do actually form a distinct entity.

CHAPTER XI.

Text-Book Committee.

82. There was a slight increase of seven in the number of books considered by the Committee, *viz.*, from 280 to 287 Of these 116 were approved for one educational purpose or another.

The revision of the list of authorized text-books was completed and the new list is to be published in the current year. The Sub-committee that carried out the revision has recommended that in future no new book should be recommended for inclusion in the list as an alternative text-book unless it be definitely superior in choice, arrangement of matter, etc., to those already included. This recommendation should prevent the growth of the list to unnecessary proportions.

The Committee's book "Life, Light and Cleanliness," has been translated (by permission) into Santhali by the Bihar and Orissa Department of Public Instruction ; excerpts from it have

appeared in the "U. P. Journal." Various revised editions of text-books have been printed and some 9 or 10 publications are in preparation. An editorial staff of one Urdu, and one Hindi and Punjabi expert is expected to begin work in the forthcoming cold weather, under the direction of the Secretary, on the preparation and revision of text-books to improve the quality of educational publications. Standard types in English, Urdu, Hindi and Punjabi have been prepared, copies of which can be obtained from the office of the Committee. Finally action has been taken on the representation of the Committee to put a stop to the use of unauthorized publications in schools.

The Committee feels that too much is spent on journals and magazines for schools as compared with that spent on books, and has decided to allot funds in future as follows, *viz*, 66⅔ per cent. on books and 33⅓ per cent. on magazines and journals.

The Patronage of Literature Fund again had a disappointing year. Only eight books were submitted for consideration, of which one alone was adjudged worthy of a prize.

The library was increased by one hundred and ninety-seven books, and it is gratifying to note that 2,176 books, as against 1,380 last year, were issued to readers. The Museum has been overhauled and now contains only modern maps, charts, apparatus, etc., and is open during office hours to teachers.

The work of the sub-committees on the standardization of technical terms in Urdu has been completed, and with His Honour's consent another sub-committee has commenced work on the same lines for Punjabi. Thus this most important work will be completed at no distant date.

Mr. Parkinson, Vice-Principal of the Central Training College held the post of Secretary throughout the year.

The various sub-committees worked well and the thanks of the Department are due not only to the members but to the many ladies and gentlemen who acted as honorary reviewers.

W. T. WRIGHT,

Director of Public Instruction, Punjab.

APPENDIX A.

C M. No. 500-G. S., dated Lahore, the 7th August 1919.

From—The Hon'ble Mr. J. A. RICHEY, M.A., Under-Secretary to Government, Punjab, Home (Education) Department.

To—All Commissioners and Deputy Commissioners in the Punjab.

I AM directed to invite your attention to paragraph 6 of Punjab Government, Home (Education) Department, Circular Memo. No. 261-S., dated 24th August 1918, on the expansion of vernacular education.

It was stated therein that the Local Government is prepared to contribute towards the non-recurring expenditure of District Boards on vernacular education at the rate of 75 per cent. of the cost of approved projects in the case of Boards graded at 70 or more for recurring expenditure and 50 per cent. in the case of other Boards.

2. A provision of Rs. 2 lakhs was made in the Education budget for 1918-19 for this purpose, and a similar provision exists in the Education budget for the present year.

Very few applications of grants were received from Boards last year, and the number of applications received during the current year is negligible.

The Lieutenant-Governor has little doubt that this hesitation on the part of Boards to avail themselves of Government's offer of assistance is due, in most cases, to their inability to find the fraction of the cost (one-half or one-quarter) which was required of them under this scheme.

On the other hand District Boards appear to be carrying out vigorously the five-year programme of expansion by opening new primary and vernacular middle schools and by the conversion of aided elementary schools into Board Schools.

It is obvious that unless some corresponding effort is made in the matter of building, the number of primary schools housed in unsuitable rented premises and the number of middle schools with inadequate accommodation will be so large as seriously to affect the attendance and prejudice the efficiency of the teaching.

3. His Honour the Lieutenant-Governor has, therefore, decided in order to forestall this eventuality (*a*) to provide much larger sums during the next five years for building purposes, (*b*) to enhance considerably the proportion of the cost to be met from Provincial revenues—

(*a*) He hopes to be able to allot a sum of not less than 6 lakhs per annum for construction during the next five years, subject to the conditions of Provincial finances and any modification which may be necessitated by the introduction of the reform scheme.

(*b*) This sum will be distributed to Boards in the following manner :—

(*i*) Boards graded at 70 per cent. or more for recurring expenditure will receive 100 per cent. or the full cost of approved projects;

(*ii*) Boards graded below 70 per cent. will receive 75 per cent. or three-quarters of the cost of such projects.

4. It has been found in the past that much of the money allotted to Boards for building purposes has for various causes remained for long periods unexpended. In order to prevent such delays and to ensure that the money shall be spent to the best advantage the following procedure will be adopted :—

(*i*) Boards will submit to the Director of Public Instruction in January 1920 and in each succeeding January a schedule of the projects which they propose to execute during the ensuing financial year, stating briefly in each case the name of the school, its standard, the number of pupils for whom accommodation (whether in a new building or by extensions to an existing building) is required and the cost of the project.

(*ii*) No project should be included in this list for which detailed plans and estimates have not been prepared ; and in the case of Boards entitled to only seventy-five per cent. of the cost, no project should be included towards which the Board has not provided one-quarter of the cost in its budget.

(*iii*) Since the cost of the projects submitted every year is, owing to the generous grants offered by Government under this new scheme, likely to exceed the amount available for distribution, a selection from the projects submitted will be made by the Education Department and Boards will be informed in February for which projects funds will be provided in the ensuing year. In making this selection the Education Department will take care that (*a*) every Board shall, so far as is possible, receive a fair share of the available grant ; (*b*) projects for which funds were not available during the preceding year shall receive precedence over all new projects ; (*c*) preference shall be given to projects towards which local contributions or private donations have been promised.

(*iv*) Half the total amount of contribution promised to each Board will be distributed by Government in May of each year for the inception of the sanctioned projects. The remaining half will be contributed piecemeal, the balance due for each particular project being contributed to the Board on the receipt of a communication from the Divisional Inspector of Schools that the building in question has been satisfactorily completed.

(*v*) In the event of a project being commenced, but not likely to be completed, during the year the moiety of the grant which will be due from Government in the second year should be entered first in the schedule submitted in January and the project marked as a " work in progress."

5. It will be noted that District Boards are expected to be responsible for the annual repairs to the buildings constructed. As these are estimated to amount only to 2½ per cent. of the capital cost in each case, the annual charges thus entailed on each District Board will be very small.

6. Although the first schedule of building projects under this scheme is not due till January next, early intimation of the scheme has been sent in

order that Boards may have time to prepare plans and estimates for as man projects as possible before the schedule is due.

Sir Edward Maclagan trusts that District Boards will realise tl importance of a well-considered building scheme in order to render successfi the provincial programme for the expansion of vernacular education in rur areas, and will exercise every effort that the proposed school buildings an hostels may be erected with as much economy and rapidity as is consisten with efficient workmanship.

No. 500-A—G. S.

COPY forwarded to the Divisional Inspectors of Schools, Punjab, fo information.

APPENDIX B.

Opinions recorded and resolutions passed at the meetings of the Committee appointed by the Government of the Punjab to make a preliminary enquiry as to the applicability of the recommendations of the Calcutta University Commission to the conditions of the Punjab University.

THE following were the resolutions and recorded opinions, *viz.* :—

Preliminary.

Resolution I.—That all resolutions passed by this Committee must be understood to be tentative and provisional, not binding the members as to their future opinions, but serving as a basis of discussion between Principals and their staffs, Principals and their governing bodies, by the public and by the University.

Resolution II.—That the Committee assumes that as some of the changes recommended are likely to lead to increased expenditure the great bulk of the money must be found by the Government—(*a*) to compensate the University for the loss of examination fees ; (*b*) to provide the University with funds for the exercise of its teaching functions ; (*c*) to provide for the additional expenditure on the Intermediate classes, or involved by their separation ; (*d*) to compensate colleges for any loss of income.

INTERMEDIATE EDUCATION.

Calcutta University Commission, Vol. V., pp. 298—300.

Resolution III.—That subject to resolutions I and II which precede, and resolutions IV, V, VI and VII which follow, the Committee is of opinion that the present Intermediate examination should be the stage of entrance to the University. (Mr. Sain Das dissented)

Resolution IV.—That the following are postulates to resolution III, *viz.* :—

(*a*) That the proposed changes in Intermediate education will be accompanied by a very great improvement both in the numbers and the qualifications of the teachers of Intermediate classes, also by the introduction of a variety of courses designed to give a training for vocations.

(*b*) That the pass courses for the B.A. and B.Sc. degrees will not exceed two years in duration.

(Messrs. Hemmy, Lucas, and Martin dissented from postulate (*b*) on the ground that two years is not a long enough period for a thorough training.)

(*c*) That the Committee does not contemplate the raising of the standard of admission to the various vocational colleges, *e.g.*, the Central Training College, Lahore; the Agricultural College, Lyallpur, and the Institute of Commerce, Lahore.

(*d*) That, as it has come to the notice of the Committee that in some quarters it is thought that the changes proposed for Intermediate education will affect the character of the examination, now known as the M. S. L. C., the Committee desires to place on record the fact that no such change is contemplated.

Resolution V.—That, subject to the dissent recorded on alternative (*d*) below, the Committee is of opinion that there may be the following types of organization, *viz.* :—

(*a*) Colleges with Intermediate and Degree classes as at present. The managing bodies of colleges of this kind should endeavour, when possible, ultimately to arrange for a clear differentiation between the organization of the Intermediate classes on the one hand and the Degree classes on the other.

(*b*) Intermediate classes added to existing High schools.

(*c*) Intermediate classes combined with the IX and X High school classes in a separate institution.

(*d*) Separate Intermediate colleges with only a two years' course.

(The following are of the opinion that separate Intermediate Colleges offering a two-year course only, of the type proposed for Multan and Ludhiana, are not advisable, *viz.*, Raja Narendra Nath, Mr. Rudra, Mr. Hemmy, Chaudhri Lal Chand, Mr. Lucas, Mr. Jones, and Mr. Wathen.)

Resolution VI.—That an Intermediate Board should be constituted with the following functions :—

(*a*) The Intermediate Board should have the power to make grants to Intermediate Colleges and to Intermediate classes in the Punjab; and to recommend such grants in the case of other Intermediate Colleges and classes outside the Punjab, but within the area of the present Punjab University.

(*b*) Though the framing of the Syllabus and the conduct of the Intermediate examination should rest with the Punjab University, the Intermediate Board should have the power of recognizing Intermediate classes.

(*c*) The Intermediate Board should appoint committees to visit all Intermediate classes. In cases wherein High School and Inter-

mediate classes be combined in a single institution, the Boar should seek the co-operation of the Inspector of Schools.

(*d*) The Intermediate Board should appoint a School Board whic should be thoroughly representative of School interests to conduc a High School examination, on the lines of the present M. S. L. C which would remain as at present an external examination. Th appointment of Examiners would be subject to the sanctio of the Intermediate Board to which the fees should b credited.

(*e*) This School Board should act as an Advisory Board to the Direct of Public Instruction in the matter of the recognition of school In other respects the High schools should remain as at prese under the Department of Education.

Resolution VII.—(*a*) That in its choice of members of the Intermediat Board the University should pay regard to the principle of communal repr sentation. (Messrs. Lucas, Roy, and Sain Das dissent from this opinion.)

(*b*) That the Intermediate Board should consist of seventeen membe of whom eleven should be chosen by the Senate of the Punjab University a six by the Government. Of the eleven chosen by the University at least tw should be Hindus, two Muhammadans, two Sikhs, and two representatives institutions situated not in the Punjab but within the area of the Punj University.

(Mr. Jones suggested that the Director of Public Instruction of t North-West Frontier Province should be an *ex-officio* member.)

(*c*) The Chairman of the Board should be elected by the Board.

Resolution VIII.—That the existing mofassil colleges preparing f degrees should be classified as—(1) potential Unive sities; (2) Colleges which cannot be so considered.

MOFASSIL COLLEGES.

Calcutta University Commission Report, Vol. V., pp. 320 and 321.

Resolution IX.—That the Committee considers that at present Delh Amritsar, and Peshawar may be considered as potential University centr (Raja Narendra Nath would also add Srinagar, Kashmir), and is of t opinion that no fresh affiliation of colleges to the Honours Degrees should permitted at other mofassil centres, except in cases wherein it be shown t extraordinary local facilities exist.

(The Chairman, Messrs. Rudra, Raghubar Dayal, Lucas, Woolner, Jon Wathen, and Richey were of the opinion that even for the Pass Degree University should not at present grant fresh affiliation to colleges at mofa centres other than those mentioned in this resolution.)

Resolution X.—That the Committee is of opinion that a Board Mofassil Degree Colleges should be constituted, which should not prescr courses of study or conduct examinations as suggested by the Calcutta Uni sity Commission, but should inspect mofassil colleges, act as a general advis body to the University on questions relating to such colleges, and be dire represented on the University.

Resolution XI.—That this mofassil Board should consist of five Principals of mofassil degree colleges, to be elected annually by the body of Principals of such colleges, and five representatives chosen by the governing bodies of mofassil degree colleges, *viz.*, one from each college not represented by its Principal as above; five representatives of the Punjab University, to be elected by the Syndicate, who should not be connected with mofassil colleges; together with two *ex-officio* members, *viz.*, the Vice-Chancellor and the Registrar of the Punjab University. Total seventeen members.

RELATIONS OF THE UNIVERSITY TO THE PUNJAB GOVERNMENT.

Calcutta University Commission Report, Vol. V., p. 205.

Resolution XII.—That this Committee is of opinion that as regards No. 14 of the recommendations of the Commission it may be desirable to draw some distinction between statutes which required the sanction of Government and those for which this sanction is unnecessary. This question, however, should be left to the University for final settlement.

Calcutta University Commission Report, Vol. V., p. 205, also pp. 316 and 317.

Resolution XIII.—That on the question of the status of the Government College the following opinions be recorded:—

a.—That subject to the proposed removal of the Intermediate classes the Government College should remain as at present.

(Raja Narendra Nath, Mr. Hemmy, Khan Bahadur Syed Mehdi Shah, and Rao Bahadur Chaudhri Lal Chand.)

b.—The remaining members thought the status of the Government College should be changed in one of the three following ways:—

(Raja Narendra Nath and Rao Bahadur Chaudhri Lal Chand would accept this solution on the assumption that some change must be made.)

(*a*) That it should become a University College, in which Pass Courses shall be retained, with a condition enforced by Government that it shall not cease to be a University College nor any Pass Course be abolished without the sanction of Government.

(Mr. Roy, Sardar Bahadur Hari Singh, and Messrs. Martin, Raghubar Dayal, Woolner, Richey, Jones, and Towle.)

(*b*) That the Government College buildings, grants, equipments, etc., be handed over to the University to use as it thinks fit.

(Messrs. Rudra Sain Das and Lucas.)

(*c*) That the control of the Government College Laboratories should be vested in the University and that the Senior Professors of Science should be transferred to University service.

(Messrs. Fazl-i-Hussain, Mehdi Shah, and Hemmy—the last two on the condition that it be decided to make a change in its status.)

Resolution XIV.—That as regards recommendation No. XXXVIII the Committee considers that all existing colleges in Lahore should be on the same footing. The Committee does not recommend the adoption of the proposal of the Commission to draw a distinction between constituent and other colleges; but it thinks that temporary affiliation up to a maximum of five years, as an alternative to the immediate conferring of the permanent status, may be a useful expedient in some cases. Such a college during its period of temporary affiliation should enjoy all the privileges of colleges in the University.

RELATIONS OF COLLEGES TO THE UNIVERSITY

Calcutta University Commission Report, Vol. V., p. 318.

Resolution XV.—That the Committee accepts recommendation No. XL on the inspection of Colleges, except that it would adhere to the present intervals between inspection.

Resolution XVI.—That it is desirable to have a full-time salaried Vice-Chancellor appointed by the Chancellor.

CONSTITUTION OF THE UNIVERSITY.

Calcutta University Commission Report, Vol. V., pp. 308 and 313.

Resolution XVII.—That the present bodies—named Senate and Syndicate—should be retained with those titles, and that the Senate should be constituted as follows:—

(*a*) *Ex-officio* Fellows, to be increased from the present number (ten) by the addition of the University Professors and possibly of the representatives of provinces other than the Punjab within the University area.

(*b*) All the Principals of Degree Colleges (at present 21 in number).

(*c*) Elected by the registered graduates.
Twelve, all to be elected by the body of registered graduates; of the twelve not less than two are to be Muhammadans, two Hindus, and two Sikhs.
(Lala Sain Das, Mr. Raghubar Dayal dissent from the principle of communal representation being applied to this election.)

(*d*) Elected by Faculties—Twenty-eight, not less than 50 per cent. of the number elected to be persons engaged in the profession of teaching. The distribution of Fellows to be elected by the various faculties to be settled later. The Committee desires to bring before the University the possibility of applying to the election by Faculties the principle already proposed for adoption in the case of election by registered graduates. It is a fundamental feature that the election should be, not election by the members of a single community, but by the members of general electorate.

(*e*) Elected by the Principals of Intermediate Colleges.—Five.

(*f*) Nominated by the Chancellor.—A minimum of thirty with a maximum that shall not cause the total number of the Senate to exceed one hundred and twenty.

Resolution XVIII.—That the Academic Council consist of the Fellows ngaged in teaching with power to co-opt provided that the total shall not ceed sixty members.

Resolution XIX.—That this Committee is of opinion that the Syndicate ould consist of—

(*a*) The Vice-Chanceller, Director of Public Instruction, The Registrar, } *ex-officio.*

(*b*) Twelve members to be elected by the whole body of the Senate, of whom at least two must be Muhammadans, two Hindus, one Sikh ; and at least five must be persons engaged in teaching.

(Messrs. Roy and Sain Das are against the principle of communal presentation.)

(*c*) One member to be elected by the Mofassil Board.

(*d*) One member to be elected by the Intermediate Board. Total 17 members.

Resolution XX.—That, after discussing the present method of assignment of Fellows to Faculties, the Committee wishes to record its dissent from the opinion (page 401, volume IV) of the Calcutta University Commission that the Faculties will consist "almost exclusively," except in professional Faculties, of teachers. The Committee thinks that while it agrees that the Faculty should consist primarily of teachers it is highly desirable that there should also be, as at present, a substantial non-teaching element. At the same time it is impressed by the excessive numbers of non-teachers in some of the existing Faculties. It considers that this matter is one for the consideration of the University, but notes that one of the suggestions put forward in the discussion was that henceforth the Senate should assign each Fellow to not more than one Faculty and should only subsequently assign him to a second on a request from the Faculty concerned.

"Added" members of the Faculties should have the same position and powers as at present.

On the question of the method of selection of the "added" members the Committee feels that the University itself must decide this question, but it would again record the fact that one of the suggestions was that in addition to the 50 per cent. of "added" members for which the existing constitution provides, the Vice-Chancellor should have the power of nominating not more than one "added" member each year on the recommendation of each Board of Studies.

Resolution XXI.—That the following opinions be recorded on the functions of the Academic Council :—

Calcutta University Commission Report, Vol. V., pp. 308 and 313.

(*a*) That there should be an Academic Council whose functions should be to decide questions of courses of study, appointment of Examiners, and the organization of University teaching, subject to the power of the Syndicate to refer back any matter to the Council for reconsideration.

(Raja Narendra Nath, Sardar Bahadur Hari Singh, and Messrs. Rudra, Sain Das, Mehdi Shah, Jones, Martin, Woolner, Wathen, and Richey,—Khan Bahadur Syed Mehdi Shah, Messrs. Jones, Martin, Woolner, Wathen and Richey think that in the appointment of Examiners only the Academic Council should be merely advisory to the Syndicate.)

(*b*) That there should be an Academic Council whose function should be to decide finally on Academic questions in the same manner as the Senate now decides on such questions.

(Messrs. Roy, Hemmy, Raghubar Dayal, and Towle.)

Resolution XXII.—That apart from the functions proposed to be transferred to the Academic Council the powers of the Senate and the Syndicate should remain unaltered.

Courses, etc.

Resolution XXIII.—That the system of Honours Schools already instituted by the University should be extended.

Calcutta University Commission Report, Vol. V., pp. 305 and 306.

Resolution XXIV.—That the organization of the University for dealing with students' residence and health should be revised and improved.

Calcutta University Commission Report, Vol. V, p. 315.

Resolution XXV.—That the Committee wishes generally to endorse the recommendation on the functions of the University (No. XXXIV) omitting section (*e*) to the end of the paragraph, on the understanding that the University ordinarily will not provide for the teaching of Pass Courses.

Supplementary.

Resolution XXVI.—That this report be printed as corrected and forwarded to Government without delay.

Resolution XXVII.—That as an annexure, subsequently to be issued for attachment to the main report, an estimate be prepared by the Director of Public Instruction, Punjab, and the Principal of the Government College to show in the case of the Government College the capital and recurring costs expected to be involved in the separation and development of the existing Intermediate classes. This estimate is intended to serve as a model for information.

APPENDIX C.

C. M. No. 10175-G., dated Lahore, 24th December 1919.

From—W. T. WRIGHT, Esq., I.E.S., Offg. Under-Secretary to Government, Punjab, Home (Education) Department,

To—All Commissioners in the Punjab.

I AM directed to address you on the subject of the responsibilities of District Boards and Municipalities in the sphere of secondary education.

Hitherto it has been assumed that the educational activities of local bodies should, as far as possible, be confined to the provision of primary education, and that the requirements for secondary education should be met

ither by Government or by private enterprise. It was in pursuance of this olicy that the Municipal High schools were provincialised in 1905, and that he whole responsibility for grants to Anglo-vernacular secondary depart-ients was assumed by Government in 1913.

2. Although this policy was implicitly accepted it has never been rictly adhered to. The maintenance, for example, of vernacular middle chools, which in all provinces save Bombay are classed as secondary institu-ons, has always been considered one of the proper duties of District Boards the Punjab, and the opening of a large number of vernacular middle chools by District Boards is an integral part of the programme adopted last ear for the expansion of Vernacular education.

3. Nor has it been found possible in practice hitherto, still less will be possible in future, to draw a distinction between Vernacular education primary and secondary) as the province of local bodies and Anglo-Vernacular ducation as the sphere of the Local Government and private enterprise.

The number of Anglo-vernacular institutions managed by local bodies as steadily increased in recent years and stood at 89 in April 1919, of hich 21 were High schools. Moreover, under the new system of school ourses introduced in April last English may be taught as an optional subject n vernacular middle schools; so that the distinction between Vernacular nd Anglo-vernacular secondary education, which had already been weakened y the adoption of the Vernacular medium in middle departments has in fact isappeared.

4. This disappearance is not a matter for regret, but is a natural out-ome of the growing demand for English teaching by all sections of the opulation. The ordinary middle school of the future should be an insti-ution providing a good general education in the Vernacular up to the standard f the VIII class and offering an optional four-year course in English leading p to the work of the high department.

The poorer class of boys whose parents cannot afford the fees for English vill be prepared either to return to work on the land enlightened by a general ducation and by the instruction in agriculture now being provided in these chools or to undertake work as village teachers, patwaris, etc., in which a nowledge of English is not necessary; while boys taking the English course nay look forward to a High school and possibly a University education.

5. I am, therefore, directed in the first place to invite your opinion as o the desirability of abolishing the distinctive titles 'Anglo-vernacular Middle' and 'Vernacular Middle School;' and the substitution of a single erm Middle school to describe an institution teaching up to the VIIIth standard. In some such institutions the English side may remain in abeyance owing to the lack of local demand, but the ideal institution will contain both sides, and thus provide for the needs of all classes of students.

6. The adoption of this proposal will mean more than a mere change of nomenclature; it will involve the recognition of the right and duty of local bodies to provide secondary education including English teaching up to the middle standard. And this recognition will further imply that middle English schools, under the management of local bodies, will be entitled to

earn grants from Provincial revenues under the ordinary rules for grant-in-aid ; a privilege from which they have hitherto been debarred with a view to their discouragement.

7. One other alternative, the provincialisation of all Anglo-vernacular schools, under local board management, was suggested by the Committee on District Board educational finance which met in October 1917. But apart from the practical difficulties in the way of such a step (rendered almost insurmountable by the introduction of optional English even in some lower middle schools) this solution was rejected by the Education Committee of the Punjab Legislative Council, to whom the matter was referred, on general grounds The members of this Committee held that only a local body could properly assess the comparative claims of different localities for secondary education, and that Government would not be able to move fast enough in the matter of providing middle schools to meet immediate needs.

8. These arguments, however potent when applied to middle schools, lose much of their force when the future of Local Board High schools comes under consideration. The maintenance of secondary schools of this character is clearly outside the ordinary educational responsibilities of a local body. The existence of Board and Municipal High schools is in direct contravention of the policy laid down by the Government of India and accepted by the Local Government that the provision of higher secondary education should be the duty of the Central Government, assisted by private enterprise. The Local Government having restricted its direct activities to the maintenance of a single high school in each District Local Board have found themselves driven by the force of popular demand to raise their middle schools to the status of high schools in places where no local persons have come forward to found a high school or where an undenominational school is more suitable to the needs of the community.

Many of these institutions are very efficient, but it is certain that the maintenance of such a school by (for example) a small municipality exhausts the resources and, what is more, absorbs the educational efforts and interests of the local body, which should more properly be directed to providing elementary education for the children in the municipal area.

9. The Lieutenant-Governor realises that, as in the case of middle schools, the undenominational high school under public management is better suited to the needs of small localities than any single denominational school, but he considers that the management should be that of the Local Government and not that of a local authority. He, therefore, accepts a recommendation submitted by the Education Committee of the Punjab Council that Government shall ultimately maintain one high school in every tahsil in the Province where such an institution is not maintained by the local authority. The proviso has been added in order to safeguard the rights of local bodies to maintain their present schools, should they wish to do so.

10. Under the scheme proposed the Local Government would, however, subject to the funds being available, be prepared to take over and maintain the secondary departments of the High schools (approximately 21 in number) maintained by local bodies.

The local bodies concerned would be expected to hand over to Government the buildings in which the schools are at present housed, with this proviso that they would receive from Provincial revenue as grant equal to the value of the rooms at present occupied by the primary departments. This grant would be intended to defray the cost of erecting in each case a new school or preferably new schools to house the primary scholars; and would be payable on the same conditions as the capital grants sanctioned in my Circular Memo. No. 261-S., of 24th August 1918, *i.e.*, half on the approval by Government of a building project, half on its completion. Meanwhile, to avoid inconvenience, the primary department might continue to be conducted in its present accommodation pending the erection of new premises for it.

11. Government would naturally withdraw any grants which it at present makes towards the maintenance of these secondary departments, and would also deduct the net expenditure on maintenance at present incurred by a local body from any recurring educational grant which it may make to the Board in future years For example, if a District Board has been maintaining a High school at a cost of Rs. 8,000 per annum, exclusive of the cost of the primary department (which would, of course, remain untouched) and if this Rs. 8,000 had been made up of fees Rs. 4,000, Government grant Rs. 2,000 and local funds Rs. 2,000, the ordinary annual grant to the Board in 1920-21 and subsequent years would be reduced by Rs. 4,000, the Board being expected to spend the sum thus saved on primary or middle education. Similarly any small municipality which receives little or no grant from Government would be expected to treat the amount saved to it by the provincialisation of its High school as equivalent to direct grant from Government for primary education to be expended accordingly.

12. There may, however, be some local bodies which would prefer to maintain their schools. In such cases the Government would, under the scheme proposed, be prepared to admit them to the benefit of the grant-in-aid rules on the same terms as schools under private management. It would not, however, as at present advised, be prepared to permit the raising of any more local board middle schools to the status of High schools In future, where such a change seemed justified, in the case of any Board middle school, application would be made by the Board to the Local Government for its conversion into a Government High school.

13. Further to maintain local interest in these provincialised High schools, it is suggested that local advisory committees should be appointed for all Government High schools, whose duties shall be to report to the Inspector any defects in the institution which have come to their notice.

14. To summarise the proposals contained in this letter—

(1) In future the right and duty of local bodies to provide middle education, both vernacular and Anglo-vernacular, is recognised by Government. It is believed that the system of five-year programmes now in force should sufficiently safeguard the claims of primary education. A Board which provides sufficient funds each year to carry out its contract with Government in the matter of vernacular education is at liberty to spend any additional sums at its disposal on either vernacular or Anglo-vernacular education as it thinks fit;

(*ii*) Anglo-vernacular institutions under local board management will be entitled, with effect from April 1st next, to earn grant from Provincial revenues under the ordinary rules ;

(*iii*) The Local Government hopes ultimately to provide a Government High school in each tahsil. As a first step in this direction it would be prepared, subject to the provision of funds, to provincialise the secondary departments of the existing Board and Municipal High schools You are requested to ascertain from the local bodies in your area, which at present maintain High schools, whether they would be willing to hand over their schools to Government on the terms outlined in paragraph 10 ;

(*iv*) No local body should, in future, open a High school. Where a high school under public management is needed a reference should be made to Government ;

(*v*) Your opinion is invited as to the desirability—

(*a*) of adopting the single term 'Middle school' for all institutions teaching up to the VIIIth standard ;

(*b*) of appointing advisory committees for Government High schools.

APPENDIX D.

C. M. No. 1821-G., dated Lahore, 19th February 1920.

From—W. T. WRIGHT, Esq., I.E.S., Offg. Under-Secretary to Government, Punjab, Ho (Education) Department,

To—The Divisional Inspectors and Inspectresses of Schools and the Chief Inspectress Schools, Punjab.

THE attitude of Government towards the education of girls has, of la years, undergone a certain change, for, inasmuch as it was formerly t policy of Government to await the evidence of popular interest in the subje before taking action in the direction of supplementary assistance, it h now been definitely recognized that, unless the Government itself furnish an initiative, the progress of such education cannot but be slow. accordance with this change of attitude a conference of experts and gentlemen interested in the education of girls was convened in Febru 1919 to consider the existing situation and to make recommendations as the course to be now followed. The recommendations of the Confere were still under the consideration of Government when the Government India issued their Resolution of October 1919, in which they set forth cert general conditions for the guidance of Local Governments in deal with this question. The opportunity is now taken to note very briefly a f of the main conclusions which the Government of the Punjab has reached regards the future treatment of the subject.

Primary Education.

2. The provision of primary education will be, as desired by Government of India, the function of local bodies and not of the Governm

and all grants for primary schools will be made by or through the local bodies. But it is believed that in this Province the management of such schools will be most successful if it rests in the hands of local denominational bodies, as it will be possible through such bodies to produce greater interest, greater financial help, and greater facilities for religious education than if the schools were managed directly by the Boards, and it is only when such agency is not forthcoming, or is found very faulty, that a Board should undertake direct management. In either case it will be open to Boards, should they so desire, to obtain the assistance of advisory boards, preferably of ladies; and, in either case, it is necessary to carry out the systematic survey already prescribed of the needs of the various districts in the way of primary education.

3. It will be requisite, as pointed out by the Government of India, to see that the needs of lower classes are not unduly neglected, and it may be found necessary in some cases (though such a course will seldom be advisable in this Province) to arrange for the admission of a certain number of girls into boys' schools when girls' schools cannot be provided. The curriculum and the text-books for girls' schools have recently been revised, and no alteration seems required in these at present. Nor is it advisable, at present, to attempt any variety in the courses as the teachers are qualified to teach little more than Reading, Writing and Elementary Arithmetic, and the children, in most cases, do not stay till the stage when any specialisation is possible.

Secondary Education.

4. The Government of India have drawn attention to the two types of Secondary schools for Indian girls, *viz.*, schools for those who will spend their lives in the zenana, and schools for those who will take to professional careers or play a part in the progressive section of Indian society. So few girls go on to secondary education in this Province that the time has hardly come for any general organisation of these two types of schools. The Local Government believes that a middle school with optional English is the type of school that is most needed. Further, the teaching of domestic science has recently gained importance, and it is desirable that this practical subject should also be introduced in all Secondary schools.

The management of such schools should ordinarily be in the hands of Government, but in matters connected with the curriculum and organisation the Government officers should, when possible, seek the assistance of advisory bodies containing ladies.

5. The management of high schools will rest with the Government or with private bodies and, in order to foster the demand for secondary education, the Government will endeavour to maintain one high school for girls in each division, or five in all. This can be done by taking over suitable existing schools maintained by local bodies and opening new schools to complete the number.

Collegiate Education.

6. There is at present one Collegiate institution only, *viz.*, the Kinnaird College, but the possibility of starting a college under Government management is worthy of consideration and will receive further attention.

Training of Teachers.

7. The difficulty of obtaining trained teachers, especially for th Secondary schools, can only be overcome in time; but, in the meantime certain steps can be taken. Something can be done by increasing the scop of the six existing Normal schools for women. Something can also be don by opening new normal schools in each division, and it is proposed, a opportunity offers, to open a new normal school for women in each division A more liberal system of scholarships and stipends is, at the same time being devised for secondary schools to enable girls to read up to the matri culation standard and afterwards to be trained as teachers.

8. The Government notes, with great satisfaction and pleasure, tha through the munificence of Rai Bahadur Ganga Ram, M.V.O., it has beer possible to project a scheme for a training andindustrial school for Hindi widows at Lahore, which, ultimately, is designed to train 100 widows fo careers in the teaching profession and in skilled industries.

Professional Education.

9. Apart from the Medical School for Women at Ludhiana there i little provision for professional training at present in the Punjab. The in troduction of domestic science has already been mentioned in paragraph 4 *supra*. Further provision for industrial education should be made by th introduction of industrial subjects in Normal schools.

Finance.

10. The proposals outlined above, if carried out in their entirety, enta considerable expenditure which cannot be met from the existing resource of Government. It is hoped, however, that the provision by Government fo the expenditure on the education of girls will, in the ensuing year, be some what increased, and means for increasing the revenues of District Boards hav also been under consideration. Pending the receipt of larger means it wi be necessary to subject the development of girls' education to the degre rendered possible by existing resources.

C. M. No. 1822-G.

COPY forwarded to Commissioners and Deputy Commissioners in th Punjab, for information.

APPENDIX E.

Minutes of a Conference of Inspecting Officers of the Education Department, Punjab, held on April 19th, 20th, and 21st 1920.

THE Conference opened at 10-30 A.M. on Monday, April 19th, under th presidency of the Director of Public Instruction, the Hon'ble M W. T. Wright.

The items of the Agenda are given below :—

1. Revision of Inspecting staff.

2. Grant of allowance to teachers of aided elementary schools in view of the present high prices.

3. District Board finances in respect of vernacular education and the relation of the basic grant to "actuals spent" in each of the last two years.

4. Acceleration of five-year programme of expansion of vernacular education in rural areas.

5. Expansion of vernacular education in Municipal areas.

6. Working of the scheme of Agricultural Teaching in Vernacular Middle Schools. (Lala Lachhman Das, of Lyallpur Agricultural College, will attend).

7. Revision of Subordinate Educational Service.

8. Provincialisation of board school teachers.

9. The practicability of having a uniform scheme of studies for all subjects in vernacular as well as Anglo-vernacular schools (excepting English).

10. Provision for the teaching of Commercial subjects, including typewriting, in the high classes of schools.

11. Re-organization of school games with a view to afford opportunities to all pupils to take regular suitable exercise without extra expense and the desirability or otherwise of continuing the present district and divisional tournaments.

12. Religious education. Its character and arrangements for teaching and supervision.

13. The establishment of co-operative societies in schools and their management.

14. The proposed scheme of studies in Arithmetic for the 6th, 7th, and 8th classes in vernacular as well as Anglo-vernacular schools.

15. Private tuition and the limit to which it should be permitted.

16. Provincialisation of clerks in the office of District Inspector of Schools.

17. To provide suitable buildings for Primary schools.

18. Should the Normal school term begin on April 1st and end in March.

The Conference was opened by the Chairman, who, after welcoming the members, drew the attention of the meeting to the more important items for discussion, and stated that he proposed that, in order to facilitate business, those items which involved much detailed consideration should be referred to sub-committees, whose reports should be laid before the Conference.

Item No. 1.—The revision of the Inspecting staff.

The Chairman explained the main lines of the scheme of revision, which it was hoped to introduce in May 1920. The object of the scheme was to increase efficiency.

A general discussion followed, in which the following points were raised *viz.*, the position of the District Inspector in relation to the District Board, the question of travelling allowance—the feeling of the Conference being strongly in favour of the application of the ordinary rules to the travelling allowances of the Inspector of the District—and the control of the office staff. It was pointed out that item No. 16 of the Agenda concerned the last-named question, and the Conference considered items Nos. 1 and 16 as parts of the same question. The following sub-committees were appointed in this connection :—

Item No. 1.—On the relations of the District Inspector with the district authorities and on the delegation of work and responsibility from the Divisional to the District Inspector—

All Divisional Inspectors with Mr. Wyatt as convener (power to co-opt was given).

Item No. 16.—On the provincialisation of the office staff of the District Inspectors—

M. Khurshed Ahmad (convener); Bh. Amar Singh; Sh. Allah Rakha; and L. Kanhaiya Lal, Bedi.

The sub-committee's report on item No. 1 was discussed and adopted with amendments (Appendix I).

The report of the sub-committee on Item No. 16 was adopted (Appendix II).

In the discussion on the latter a subsidiary point was raised, *viz.*, the supply of tents. It was contended that the present type was too small, and that the District Inspector should have tents of the same size and quality as other Provincial Service Officers. The difficulties of labour and transport were also mentioned. S. Maqbul Shah suggested the adoption of Miniature Swiss Cottage tents. In this connection Miss Stratford put in a claim for one large and two small tents for Inspectresses in each division. It was ascertained by enquiry that probably 16 new tents would be required; while there were in stock six surplus tents (Assistant Inspectors' issue), the latter being rather heavy.

Item No. 2.—The grant of an allowance to teachers in elementary schools in view of the present high prices—

This was discussed in full Conference. Sardar Sahib Bishan Singh remarked that if the grants rates for primary schools were adopted for elementary schools the difficulty would be solved. S. Maqbul Shah dissented from this view and thought that grants to elementary schools should be raised on their own merits. Lala Lachhman Das proposed the entire deletion of section E of Punjab Education Code grant-in-aid rules and the application to elementary schools of the new rates for primary schools as given in section B.

The Conference finally adopted Mr. Wyatt's proposal that where elementary schools can fulfil the requirements for primary schools they should be allowed grants under section B ; if they cannot fulfil these requirements their grants should continue as under section E. Thus funds would be provided for good schools.

Item No. 3.—District Board finances in respect of vernacular education and the relation of the basic grant to the "actuals spent" in the last two years—

The general discuisson was opened by Sardar Sahib Bishan Singh, who was followed by Syed Maqbul Shah. The question was referred to a sub-committee consisting of—

Mr. D. Reynell (convener); S. S. Bishan Singh ; L. Lachhman Das ; S. Maqbul Shah ; Ch. Gyan Singh ; and P. Hem Raj.

The general question of assessments was included in the reference to this sub-committee.

When the report was presented an animated discussion took place on the interpretation of "expenditure," *i.e.*, whether "gross" or "net" was meant.

The report, as modified in this respect, was finally adopted (Appendix III).

The interpretation of "net" and "gross" was referred definitely to Inspectors who were asked to settle the lines on which they were to examine the question.

Item No. 4.—Acceleration of the five-year programme for the expansion of vernacular education in rural areas.

This item was discussed in full Conference. It was stated that the programme had been accelerated in Multan, Lyallpur, Rohtak, Hoshiarpur, and Attock Districts. Multan had actually completed its programme and was continuing its progress.

The following districts were alleged to have failed to work up to the programme.—

Rawalpindi Division	Gujrat. Mianwali. Rawalpindi. Jhelum.
Lahore Division	Sialkot. Gurdaspur. Gujranwala. Lahore.
Jullundur Division	Kangra and all other districts save Ferozepore and Hoshiarpur.
Multan Division	Montgomery. Jhang.
Ambala Division	Gurgaon. Ambala. Hissar.

The deficiency in almost all cases was stated to be due to slowness in accomplishing the building programme.

The Director of Public Instruction pointed out that he was ready to assist all districts which were exceeding their programmes. Mr. Sanderson drew attention to the almost general improvement in salaries. S. Maqbul Shah emphasized the poor progress reported in building programmes. He suggested the adoption of a simpler plan than the standard plan to be entrusted to local committees, and to be carried out by local district contractors and not by the Public Works Department.

The Director of Public Instruction showed a new type of plan for Primary School buildings drawn up by a sub-committee of the Punjab Legislative Council and gave figures as to its cost (which were moderate). Copies of the plan were being prepared for circulation to local bodies.

Item No. 5.— Expansion of vernacular education in municipal areas.—

The general discussion was opened by S. Maqbul Shah, who considered that the problem was complicated by the attitude of municipalities. The Director took up the question of the desirability of remitting fees simultaneously with the introduction of compulsory education. He pointed out that previous to the actual adoption of Part II of the Punjab Primary Education Act municipalities could only remit fees with the permission of Government.

A sub-committee consisting of—[Mr. R. Sanderson (convener) ; Lala Sheo Saran Das ; Lala Hari Das ; M. Ahmad Khan ; Khurshed Ahmad ; Lala Khazan Chand] was appointed to examine this question ; also the relation of vernacular to Anglo-vernacular education so far as municipal expenditure be concerned; the present system of aiding municipalities and the possibility of the continuance of support from District Boards for educational purposes.

The report of the sub-committee (Appendix IV) was accepted subject to the modification that a Government ruling prevented the adoption of the recommendation that the Headmaster of the local Government High School be an *ex-officio* member of the municipal board.

Item No. 6.—Working of the scheme of agricultural teaching in vernacular middle schools—

The general discussion was opened by Lala Lachhman Das, of the Lyallpur Agricultural College, who had been deputed to attend the Conference for this purpose.

The speaker pointed out that the farms attached to Middle and High schools are not and cannot be considered as economic farms. He showed the cost of working the different kinds of farms, a five-acre, well-irrigated farm showed a loss of Rs. 190 per annum, so did a similar canal-irrigated farm ; a three-acre, well-irrigated farm showed a loss of Rs. 62 per annum, and a three-acre canal-irrigated a loss of Rs. 198 per annum.

The work was done by boys and not by farmers, and the loss on canal-irrigated farms would exceed that on well-irrigated farms as the latter permitted more intensive cultivation.

The attitude of District Boards should change in this respect.

Other difficulties were caused by the school time-table and the popularity of optional English, the rival subject; by the uncertain prospects for instructors; by the question of allowances and Provident Funds for agricultural Instructors; and that of allowances to teachers under training.

An agricultural inspector was also wanted.

Detailed examination of the question was referred to a sub-committee of—

Mr. H. G. Wyatt (convener); Lala Hari Das; S. Maqbul Shah; Ch. Gyan Singh; Lala Harya Ram; Raja Ahmad Khan; and Lala Lachhman Das of Lyallpur.

Their report was accepted (Appendix V).

Item No. 7.—The revision of the Subordinate Educational Service.—

The Director asked the Conference for suggestions.

The following points were mentioned :—

(*a*) The necessity for a due flow of promotion.

(*b*) Provision for recruitment from outside.

(*c*) The rate of annual increment.

(*d*) The desirability of adopting an arithmetical progression in the numbers of the grades beginning from the top.

(*e*) A selection grade in each class to encourage good work.

(*f*) The need for special consideration for Assistant District Inspectors.

Item No. 8.—The provincialisation of Board school teachers.—

The Director introduced the topic in connection with the provincialisation of Board High schools, invited suggestions as to dealing with the difficulty of putting teachers in these schools on service cadres with fairness to them and to men already in Government service.

The Conference, after some discussion, approved of the principles laid down by Mr. Wyatt in his letter on the subject addressed to the Director of Public Instruction.

Item No. 9.—The practicability of having a uniform scheme of studies for all subjects in vernacular as well as Anglo-vernacular schools (excepting English).

Item No. 10.—Provision for the teaching of commercial subjects, including typewriting, in the high classes of schools—

Both of these items were referred to a sub-committee of—

Lala Hari Das (convener); Bhai Amar Singh; Chaudhri Fateh-ud-din; Lala Harya Ram;

Lala Rang Behari Lal, Lala Barkat Ram } co-opted members.

The report on item No. 9 was first considered (Appendix VI).

The Conference accepted the principle that one type of vernacul middle school be adopted, *i.e.*, a middle school with English as an optior subject. With regard to the time-table it was agreed that Mr. Riche suggested time-table and that of the sub-committee be circulated for opinio and that Mr. Atma Ram's syllabus for arithmetic be appended thereto.

On the report on item No. 10 (Appendix VI) the Conference accept the principle that such centres should be established. As to the financ arrangements Mr. Wyatt proposed that the centre be established in the lo Government High school and that aided schools be allowed to send th pupils on payment of fees. The question of the incidence of these fees shou be left to the authorities of the aided schools. Accepting this amendment t Conference passed the report.

Item No. 11.—Re-organisation of school games with a view to affo opportunities to all pupils to take regular suitable exercise without ext expense and the desirability or otherwise of continuing the present distr and divisional tournaments.

The question was referred to a sub-committee of—

Mr. R. Sanderson (Convener); Mr. H. G. Wyatt; Sh. Nur Ilah Lala Ram Chand, and Syed Maqbul Shah.

The reference was to consider (*a*) the agendum as far as the wor "extra expense;" (*b*) physical training games.

The report provoked a long discussion (Appendix VII). The Conferer strongly favoured the discontinuance of the provision of uniform, footb boots, etc., to members of teams as being an unfair charge on other membe of the school. The Director of Public Instruction introduced the suggestion the Deputy Commissioner of Multan that small grants be given to encoura football—as being the cheapest of team games.

The Conference was of the opinion that vernacular middle schools shou receive aid for team games, and that District Boards should be permitted help such schools.

The report was then adopted.

Item No. 12.—Religious education, its character and arrangements teaching and supervision.—

The Director of Public Instruction outlined the present state of affa and drew attention to the need of a good example being set by teach during the practice of religious observances.

Sardar Sahib Bishan Singh advocated the introduction of religi instruction or observance as a permissive experiment. Mr. Wyatt pointed some risks to be avoided and would confine the experiment to Governm schools. The question was held over for further consideration.

Item No. 13.—The establishment of Co-operative Societies in schools their management—

Descriptions were given of the success of the movement in vari divisions. Mr. Wyatt urged caution in the expansion of these activities, c good societies in each division to be encouraged.

As to the supply of books it was suggested that the Registrar of Co-operative Societies be addressed to give his help in obtaining trade discount from publishers.

The Conference was of opinion that Co-operative Societies should be introduced only in schools where effective supervision is possible; also (by a majority) that teachers be allowed to take one (money) share in their school society.

Item No. 14.—The proposed scheme of studies in arithmetic for the 6th, 7th and 8th classes of vernacular as well as Anglo-vernacular schools.—

This item was referred to the sub-committee appointed to report on items 9 and 10.

Their report (Appendix VI) and the syllabus were adopted.

Item No. 15.—Private tuition and the limit to which it should be permitted—

There was a brisk discussion, and the general feeling of the Conference was that private tuition required regulation, *e.g.*—

(*a*) Not more than 2 hours per diem after school hours are allowed for this.

(*b*) No teacher to be the private tutor of a boy in his own class

(*c*) Private tuition to be genuinely confined to individual pupils, and not allowed for classes.

(*d*) Aided schools to be urged by Inspectors to regulate private tuition on these lines.

Item No. 16.—Provincialisation of clerks in the offices of District Inspectors of Schools—

This item was discussed in connection with item I (q. v.)

Item No. 17.—Suitable buildings for primary schools—

No discussion was needed, as the matter had been already dealt with reference to item 4.

Item No. 18.—Should the Normal school term begin on April 1st and end on March 31st?—

The Conference considered that it was desirable that the present arrangement should continue.

In addition to the above items two questions were raised, of which the former was a proposal to encourage intelligent interest in contemporary events by offering scholarships for boys passing a good examination on the "Haq" newspaper.

The Conference did not favour the suggestion, but thought that Inspectors should popularise this newspaper by their influence.

The second additional topic was the framing of rules in regard to the Government scheme of the aid to be given towards the education of the children of soldiers who served in the war.

The question was referred to a sub-committee of—

Mr. D. Reynell (convener); Sardar Sahib Bishan Singh; R Ahmad Khan; Lala Harya Ram; Sardar Amar Singh; L Shiv Saran Das; and Chaudhri Gyan Singh.

The committee reported direct to the Director of Public Instructi (Appendix VIII).

The Conference terminated at 2 P.M. on Wednesday, 21st, after passi a resolution congratulating the Hon'ble Mr. J. A. Richey, C.I.E., on his a pointment as Educational Commissioner and placing on record its appreciati of the great services he had rendered to the cause of education during l tenure of office as Director of Public Instruction in the Punjab.

APPENDIX I.

Sub-Committee on Item 1.

1. It is desirable that the new class of District Inspector, who will l a gazetted officer in the Provincial Educational Service, should have regul and direct access to the Deputy Commissioner, and no other Education Officer for the district need be appointed.

2. Instead of submitting his quarterly tour statement in detail, as present to the Divisional Inspector, it will be sufficient for the Distri Inspector to submit, at the end of each month, a statement of the tour pr gramme actually followed.

At the end of the quarter any necessary comments might be added.

3. To start with the appointment of vernacular teachers in Seconda Board Schools should rest with the District Inspector, and those of Ang vernacular and Classical teachers with the Divisional Inspector in consultati with the President of the local body in each case.

Similarly Physical Instructors in Board Schools should be appointed, et by the District Inspectors and Drawing Masters by the Divisional In pectors.

4. All district educational correspondence should, as a matter of cour be dealt with by the District Inspector; but,

5. As regards vernacular education the local bodies will be general responsible for administration, but provincial officers will continue to adv as heretofore.

In the former case Ladies' Advisory Committees should be instituted . girls' education.

(Resolution IV assumes the change under Resolution V has not be made.)

6. The Assistant District Inspector's tour statements should go to t Divisional Inspector through the District Inspector.

7. These duties might be delegated to District Inspectors:—

Grant-in-aid calculations of Board, Middle and Primary Schools.

Certificate endorsements.

Registering teachers' certificates of Board, Middle and Primary Schools.

Increments for vernacular teachers in Board Schools.

Pupils' change of school cases.

Countersigning leave applications.

Promotion examination results.

Casual leave cases up to a limit of three days at one time.

Privilege leave in Middle Schools.

Private tuition cases of teachers in Board Schools.

Building plan cases (Primary).

Admission cases to vernacular training institutions.

Service Books.

Complaints regarding refusal of discharge certificates and promotion of pupils.

With the Divisional Inspector will be—

Certificate endorsements of all High schools in the Division.

High School Scholarship Examination.

Travelling allowance bills.

Increments to teachers in Board and Government High Schools (through the District Inspector).

Pension cases.

Privilege leave (High schools).

Building plans (secondary).

Building and Furniture grants.

Admission to the Central Training College.

Confidential reports (through the District Inspector).

Budget approval.

Recognition cases in Lower Middle and Vernacular schools (Upper Middle).

Appendix II.

Proceedings of the Sub-Committee appointed to consider the question of the provincialisation of the office staff of the District Inspector of Schools.

Staff.—(*a*) The Committee recommends that it is very necessary both with a view to secure efficiency in work and maintain District Inspector's position as a responsible officer of Education in the district; that his office staff, clerical and menial, should be provincialised and be under his control.

(*b*) It should form part of the clerical establishment of the Department.

The appointment and transfer, etc., of clerks should be determined on the recommendation of the District Inspector, and that of menials should rest with him.

(*c*) As to the present staff, such of them as are thought fit to be taken into the Provincial Service, might be provincialised and kept on in his office, and the others to be taken back to the District Board office or given to Assistant District Inspectors, as may be practicable. The Assistant District Inspector's clerks to be paid from District Funds.

Its strength.—(*d*) In addition to that each Assistant District Inspector's clerk to be paid from District Board Funds; the following minimum office establishment for a District Inspector is recommended :—

One head clerk of the position of the second clerk of the Divisional Inspector's Office.

Second and third clerks to rank with third and fourth clerks of that office. One of these clerks may be taken by the District Inspector in camp when required.

Note.—For large districts proportional increase might be made in the clerical staff; the above being the minimum.

Menials.—(*e*) The menial staff should consist of the following :—

(*a*) One peon for the District Inspector, one for the office, and one chowkidar. The Assistant District Inspector's peons to be provided by the District Board like the clerks.

Sweeper's and waterman's allowances might be met from contingencies provided for the purpose.

Office Building.—(*f*) The District Inspector's Office should consist of the following accommodation, built on an approved model plan :—

(1) One room for the District Inspector with offices.

(2) One for the Assistant District Inspector and his clerk at the headquarters.

(3) One for clerks.

(4) One to serve as a record room.

(5) Out-houses consisting of a godown and two small cubicles for menials—chowkidar and office peon.

Appendix III.

Report of the Sub-Committee on item 3 of the Conference Agenda.

1. The Sub-Committee recommends that the following be substituted for the first part of paragraph *(iii)* of the Appendix to the Appendix to Under-Secretary Education's No. 261-S., dated 24th August 1918:

"The total grant earned by a board in one year for recurring expenditure, as finally calculated upon the actuals, shall be *ipso facto* its basic grant for the succeeding year.

2. It is recommended that the following be added to paragraph V *(b)* of the same Appendix :—

"If, however, the actual expenditure for the year for which the grant is due prove to be less or more than the revised estimate the consequent excess or deficiency in the grant shall be deducted from or added to the next year's grant, as the case may be."

3. It is recommended that the orders contained in the Director of Public Instruction's letter to the Inspector of Schools, Jullundur Division, No. 164-A., dated 15th January 1920, be embodied in the instructions for calculating grants.

4. Recommended that it be made clear whether the calculations are to be based upon the gross expenditure, or upon the net expenditure of the board from its own resources. The sub-committee thinks that the net figures should be taken (Sardar Bishan Singh dissenting).

NOTE.—Boards graded at 100 per cent. will be exceptions, since they will contribute nothing from their own resources. In their case the increased expenditure (the increase over 1918) will be payable by Government.

Appendix IV.

Report of the Sub-Committee on the Expansion of Education in Municipal Areas.

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1. The points laid before us were—

(1) The expansion of education.

(2) The continuation of District Board contributions.

(3) The relation of vernacular and Anglo-vernacular education so far as municipal expenditure is concerned.

We are of opinion that expansion is obstructed—

(*a*) by want of funds;

(*b*) by the difficulty of influencing the Municipal Boards.

(*a*) Involves a study of the present financial position. Municipalities receive an unchanging basic grant that was fixed by the actuals of some few years ago. It is obvious that this leaves no room for expansion. We recommend that Municipal Boards be graded on a basis like that of the gradation of District Boards and aided in proportion. In return Municipal Boards should be compelled to find their proper proportion of the expenditure. We further recommend that non-recurring expenditure for building purposes, etc., be put on the same footing as that of District Boards.

(*b*) With a view to representing Departmental policy to Municipal Boards we recommend that the District Inspector or Headmaster, Government High School, be an *ex-officio* member of the local Municipal Board, and that the Assistant District Inspector of Schools of the mofassil Municipal Board

2. District Board contributions should remain as at present, and the District Boards should be strongly urged to maintain or aid hostels in municipal areas.

3. We are of opinion that Anglo-vernacular education under Municipal Boards will prove self-supporting, or almost so. Under the new rules of grant-in-aid to such schools wherefore this question seems to lose its force. If it is held that this is not the case, the situation can be met by refusing permission of further expansion of Anglo-vernacular education under Municipal Boards, whose primary educational system does not satisfy the Inspector of Schools

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Appendix V.

Sub-Committee on Item 6.

(Agricultural Teaching in Middle Schools.)

1. As it is not likely that the number of purely vernacular middle schools or pupils will continue large the teaching of practical agriculture in middle schools will survive only if included in the curriculum of schools with an Anglo-vernacular side, and taught also to Anglo-vernacular pupils, in the hope of their taking up agricultural work on leaving the middle department.

Arrangements should be made accordingly if the time-table permits.

2. In schools where practical agriculture is introduced the practical work could be done chiefly in out-of-school hours instead of games and other forms of physical exercise, and the time-table periods may be mainly instructional. Such hand-working or manual training as assists agricultural operations should be included in these out-of-school periods.

3. Although agricultural farms have been officially abandoned in Normal schools small plots for gardening and Nature Study work are required and should be provided.

4. Teachers of Agriculture should not suffer in prospects through their position. Though less eligible at present than general teachers for headmasterships they should not lose promotion in salary thereby, and posts in Normal schools and as itinerant advisers for Nature Study in Primary schools might be open to selected teachers of agriculture in vernacular middle schools.

5. *Ceteris paribus* it is of advantage to the teacher of agriculture to know English.

6. To interest and instruct District Inspecting Officers in agricultural teaching an intensive course for selected inspecting officers—for not less than a month—might be arranged at the Lyallpur College.

7. An Inspector of Agriculture in vernacular middle schools is a present need.

8. It should be definitely understood that agricultural farms attached to middle schools for educational purposes should not be expected to be self-supporting.

9. For three years in the first instance a provincial grant might be given to recoup Boards for loss through recurring charges—

Viz., up to Rs. 200 deficit grant at 100 per cent.
*Between Rs. 200 and Rs. 500 grant at 66 per cent. } of net loss.
*Deficit beyond Rs. 500 at Rs. 25 per cent. }

(* Including Rs. 100 per cent for the first Rs. 200.)

10. The fact of the teacher being a teacher of agriculture with an allowance for agricultural teaching should not be a bar to his also enjoying hostel allowance, if otherwise the most suitable man for the hostel superintendentship.

11. The agricultural teacher's Rs. 10 allowance should be considered part of his ordinary pay for purposes of Provident Fund contributions.

12. It should be understood as reasonable that the teacher of agriculture draws his Rs. 10 allowance from the date of his return to service from the Agricultural College as being a specially prepared teacher of agriculture whether the Board have a farm ready for him or not.

13. The holiday of the agricultural teacher should be arranged as far as possible so as to ensure his presence in the school during periods important for agriculture. Where this is preferred, he may be given privilege leave instead of vacation.

[The suggestion that land might be leased [illegible]

APPENDIX VI.

Proceedings of a Meeting of the Special Sub-Committee appointed to report on Items Nos. 9, 10 and 14.

9. There should be only one type of middle school with provision for alternative subjects such as English, Rural Sanitation, Persian, and higher vernacular The authorities to arrange for the instructors in such of them for which there may be a pronounced demand in the locality.

10. Provision should be made for the teaching of commercial subjects such as typewriting and shorthand by constituting centres in large places like Rawalpindi, Sialkot and Ambala, Government finding the entire initial expenditure and 50 per cent. of the recurring, the other 50 being furnished by the non-Government schools that may care to send pupils for instruction at the centre.

14. The scheme of studies in Arithmetic, Algebra and Geometry should be the same for vernacular as well as Anglo-vernacular pupils.

Time-table for Middle schools and the Middle departments of High schools

(V to VIII Classes.)

Subject.	Number of Periods in the Week.		Remarks.
	For boys taking up English.	For boys not taking up English.	
1. Vernacular	8	8	
2. Science and Geography ...	5	5	
3. Mathematics	6	6	
4. History	2	2	
5. Drawing	2	2	
6. Agriculture and Manual Training where possible or second* language.	4	6	*Persian, Arabic Sanskrit, or a second vernacular.
7. English	12	...	
8. Advanced course of vernacular ...	...	6	
9. Sanitation	...	4	
Total ...	39	39	

Present Syllabus for Vernacular Middle Classes.	Present Syllabus for Anglo-Vernacular Middle Classes.	Proposed Syllabus for Vernacular and Anglo-Vernacular Schools.
Sixth Class.	*Sixth Class.*	*Sixth Class.*
Compound Practice.	Decimals; Metric system for length	Simple Practice.
Continued and Complex Vulgar Fractions.	Conversion of Vulgar into Decimal Fractions, and *vice versa.*	Compound Practice. Continued and Complex Vulgar Fractions.
*Decimal Fractions (omitting recurring decimals).	Addition, substraction, multiplication, and division of decimals* (Recurring decimals omitted.)	Inverse cases of Simple Interest.
Inverse cases of Simple Interest.	Means, Arithmetical Averages.	Unitary Method.
Unitary Method, Square Measure and Simple Practice.	Inverse cases of Simple Interest. Percentages.	Square Measure. Metric system (for length and areas) English Weights and Measures commonly used in India.
Seventh Class.	*Seventh Class.*	*Seventh Class.*
Averages; Percentages; Time and Work; Profit and Loss; Proportion; Proportional Parts; Square Root.	Literal Arithmetic, substitutions, use of symbols and equations of the 1st degree (The equations to involve only integers.)	Averages; Percentages; Time and Work; Profit and Loss; Proportion; Proportional Division; Square Root.
	Compound Practice; Time and Work; Profit and Loss (simple questions); Graphic illustrations for (a + b); Proportional Parts.	Literal Arithmetic, substitutions, use of symbols and equations of the 1st degree (The equations to involve only integers.)
Eighth Class.	*Eighth Class.*	*Eighth Class.*
Volumes of rectangles and solids; Present Worth; Discount; Compound Interest; Revision.	Squaring by applying (a + b); Square Root; Equations of the 1st Degree and Problems leading thereto; Volumes of Rectangular Parallelopipeds, solids.	Present Worth and Discount; Compound Interest without inverse cases; Volumes of rectangular parallelopipeds; cylinders, cones and spheres; Squaring by applying (a + b). Equations of the 1st degree and problems leading thereto; Revision.
Elementary use of Algebraic symbols.	Compound Interest without inverse cases.	
* Decimal Fractions now form part of the 5th class course.		

APPENDIX VII.

Report of Sub-Committee on Games.

(*i*) We recommend—

(*a*) A policy of buying ground for games for Middle and High schools at once. In the case of aided schools grants should be given for this purpose.

The minimum area for Middle school playing grounds should b three acres and for High school grounds five acres ;

(*b*) the giving of a grant for games equipment, etc., in vernacula schools.

(*ii*) There should be a definite scheme for the organisation of games.

The following is suggested :—

Major Games (*Football, etc.*).—In each department of the school game sets of 22 boys each should be arranged and kept as permanent as possible The basis of division will vary with the conditions of different schools. Fo example, with a double section class of 30 boys per section the two eleven composing a set might be picked from a section, the odd boys serving as spar men since one or two boys will always be unable to turn out for games o certain occasions. The two teams from one section may play together or eac play against a team from the other section for a change.

If 1½ hours be set aside for games each evening and games be limited t 40 minutes (this allows 10 minutes for delays and waste of time) 44 boys wi get adequate exercise on one ground each day. If each set plays twice a wee 132 boys can play major games on one ground (ground being taken to mea the piece of ground actually laid out for a certain game).

Minor Games.—These include basket ball, volley ball, touch ball, tw and threes, etc., desi games, a separate goal for practising shooting, etc. small part of the school playing fields should be laid out for these game This would accommodate a number of boys not included in the games sets f the day. Generally speaking the physical drill instructor should be in charg of this part of the ground.

(*iii*) Inspectors should be instructed to see games played at times inspection, and in particular should be instructed to criticise refereeing.

(*iv*) The improvement of referees is of first rate importance. From pe sonal experience we are convinced that much unpleasantness results from t present poor refereeing.

All teachers should be urged to take up refereeing seriously ; this wou form a larger body from which to select referees for important matches.

(*v*) *Sports and Minor Games in School Hours.*—(*a*) Physical trainin periods should, if possible, be six a week, and never less than five.

A properly-designed table of exercises consists of three parts—

(*i*) Introductory exercises—these prepare the body for subseque exertions.

(*ii*) General exercises—these exercise the body.

(*iii*) Cooling exercises—these ease the heart and lungs after exertio

Two periods a week should begin with the proper introductory exercis and finish with the cooling exercises, and the time usually devoted to gene exercises (some ⅓rd of the period) should be utilised for a short cross count run minor games and relay races or tabloid athletics, for example, a competiti

een the front and rear ranks of a class involving one or two relay races, h jump, a long jump, a backward jump, or some other simple athletic st.

When the ordinary physical training table is being gone through quicken- games (*e.g*, touch ball and several other minor games that can be ed effectively in a minute or perhaps two) and quickening exercises (*e.g.*, t sprints followed by a breathing exercise), mental quickeners (such as rady, etc.) should be given after every two formal exercises.

Once a month, if not more frequently, standardised athletic competitions ıld take place. These may consist in high classes of quarter mile, sprints vards and backwards, long jump, high jump, pulls up on the bar, etc. ords should be kept so that each boy can see how he has improved in the se of a month as compared not only with his fellows, but with his previous ord. In the course of time we should be able to work out the standard of ievement that we may demand from the average boy at various stages of ool life, and thus finally be able to assess the physical merit of a school just well as, we assess its class work at present.

Appendix VIII.

Government aid to Children of Soldiers in Indigent Circumstances.

Report of the Sub-Committee appointed to suggest means by which strict Inspectors and other officers will be able to identify the children of n who were on the active list between the dates mentioned and also some ans of disbursing sums to private institutions.

The Committee recommends—

(*a*) That handbills, explaining the scheme, be circulated through all school teachers and lambardars.

(*b*) The scheme should be made known by Assistant District Inspectors at meetings of Teachers' Associations.

(*c*) Help should be asked from such military agencies as may exist (such as the Khalsa).

(*d*) Applications should be made to the District Inspector, stating the name, rank, regiment, and regimental number of the father, name and age of the child, and approximate annual income of the father.

(*e*) The District Inspector should be responsible for reporting the names. He should make a local enquiry in each case and draw up a quarterly list for his district and submit it to the Deputy Commissioner for submission to Government. The Sub-Committee was of opinion that the District Inspector would have no difficulty in obtaining the necessary evidence. (In the case of ex-soldiers there would be the discharge certificate. The [illegible] disagrees with this view so far as men who are still in

(f) The Sub-Committee also recommends that the allowance for books, etc, in primary schools should be raised from Rs 2 to Rs. 3 per annum in the III and IV classes only. It does not think that the cost of this increase will amount to more than Rs. 500 per annum for the whole Province.

(g) The Sub-Committee was of opinion that the money might be disbursed to private institutions through the District Inspectors, who would obtain receipts from the Headmasters, as is already done in the case of scholarships.

APPENDIX F.

No. 5830-G., dated Lahore, 20th May 1920.

From—The Hon'ble Mr. W. T WRIGHT, I E.S., Under-Secretary to Government, Punjab, Home (Education) Department,

To—All Commissioners in the Punjab.

HIS HONOUR the Lieutenant-Governor has had under consideration the fact that there is in small towns of the Punjab a large number of inhabitants, *e.g.*, school masters, subordinate officials, pleaders, students and others who can speak and read English, but possess few, if any, facilities for obtaining access to any large number of English books.

2. With a view, therefore, to afford greater facilities for reading and self-culture His Honour the Lieutenant-Governor has decided to make a beginning in encouraging the establishment of small libraries in selected towns.

3. I am directed to state, therefore, that, after consultation with the Education Committee of the Legislative Council, the following scheme has been sanctioned by Government, and to request that you will kindly invite applications from such small towns in your division as are in your opinion suitable centres and are prepared to agree to the conditions of the scheme. For the present no town should be selected which is not a municipality or notified area.

4. The conditions are as follows :—

(1) Government will provide a nucleus of English books to a value not exceeding Rs. 500 to selected small centres at which at least an equal amount is guaranteed from local sources.

(2) The amount contributed from local sources may be spent entirely on English books or partly on English and partly on vernacular books.

(3) Government will also provide a small maintenance grant of Rs. 50 per annum for each such library.

(4) Government retains the right of inspecting all such libraries with a view to satisfying itself that they are efficiently managed and maintained.

(5) Newspapers and periodicals other than monthly magazines, will

(6) Except in very special cases the library should be under the management of the local municipal or notified area committee, which may appoint a special library sub-committee for the purpose.

(7) The library should be housed in a suitable room, preferably in the municipal building.

5. A sum of Rs. 2,200, as detailed in the margin*, is allotted to you for your division for the year 1920-21, and it will be for you to distribute this sum as you think suitable. The initial contribution should be allotted in the form of books which should be ordered by you direct from the book-sellers. A list of books considered suitable by the Education Department is enclosed, but you will be at liberty to select from it or diverge from it as you think fit.

	Rs.
*Recurring ...	200
Non-recurring,	2,000

No. 5831-G.

COPY forwarded to all Deputy Commissioners and to the Divisional Inspectors of Schools, Punjab, for information.

GENERAL TABLE I.

ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1919-20.

GENERAL

ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS IN THE

(For details see

AREA AND POPULATION.			Particulars.	PUBLIC				
				UNIVERSITY EDUCATION.		SCHOOL EDUCATION, GENERAL.		
Total area in square miles.	Number of Towns* and Villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Total.
1	2	3	4	5	6	7	8	9
99,251	Towns* ... 127 Villages ... 33,094 Total ... 33,221	Males 10,769,704 Females 8,806,943 Total 19,576,647	Institutions. For Males	12	8	835	5,162	5,997
			Institutions. For Females	1	1	93	1,001	1,094
			Total ...	13	9	928	6,163	7,091
			Scholars. Males ..	4,566	1,501	164,870	228,404	393,274
			Scholars. Females ..	38	27	13,761	45,855	59,616
			Total ...	4,604	1,528	178,631	274,259	452,890

*All places containing 5,000 inhabitants or upwards and all

TABLE 1.

PUNJAB AT THE END OF THE OFFICIAL YEAR 1919-20.

General Tabl III.

INSTITUTIONS.									
School Education Special.			Private Institutions.				Average Number of Towns and Villages served by		Percentage Popul. Scho
Training Schools.	All other Special Schools.	Total.	Advanced.	Elementary.	Total.	Grand Total.	Public Institutions.	Public or Private Institutions.	Public Institutions.
10	11	12	13	14	15	16	17	18	19
15	36	6,068	140	1,615	1,755	7,823	5·4	4·2	...
12	6	1,114	8	716	724	1,838	29·8	18·07	...
27	42	7,182	148	2,331	2,479	9,661	4·6	3·4	.
1,062	3,197	403,600	2,596	39,221	41,817	445,417	...	...	8
300	691	60,672	185	11,715	11,900	72,572	...	..	
1,362	3,888	464,272	2,781	50,936	53,717	517,989	...	...	

municipalities whatever their population are entered as towns.

ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION

(*For details see*

	Total Direct Expenditure on Public Instruction.						
	University Education.		*School Education, General.*		*School Education, Special.*		
	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions { For males ...	7,63,519	5,51,167	42,73,687	19,97,940	1,88,876	3,21,451	80,96,640
For females ...	13,460	16,153	5,85,173	4,90,939	67,215	88,342	12,61,282
Total ...	7,76,979	5,67,320	48,58,860	24,88,879	2,56,091	4,09,793	93,57,922
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—16 to Total Provincial Expenditure on Public Instruction	4·01	7·22	24·82	21·02	3·48	4 29	64·84
(*b*)—Percentages of Local Fund Expenditure included in columns 2—16 to Total Local Fund Expenditure on Public Instruction	·02	·08	21·82	38·25	·47	1·58	62·22
(*c*)—Percentages of Municipal Expenditure included in columns 2—16 to Total Municipal Expenditure on Public Instruction	·15	·01	45·20	28·95	·59	3·61	78·51
(*d*)—Percentages of Total Expenditure in columns 2—16 to Total Expenditure on Public Instruction	5·48	3·99	34·23	17·54	1·80	2·89	65·93
3. Average annual cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions. Cost to Provincial Revenues.	210 1 8	428 15 3	34 7 8	16 11 9	179 0 10	169 10 11	81 5 5
Government Institutions. Cost to Local and Municipal Funds.	...	1 6 9	0 0 5	...	4 14 10	...	0 7 1
Government Institutions. Total cost ...	310 1 8	492 5 2	61 7 10	18 10 10	184 14 2	179 1 7	108 11 11
Local Fund and Municipal Board Schools. Cost to Provincial Revenues.	..	...	5 6 10	6 2 4	6 4 0	12 14 1	5 15 3
Local Fund and Municipal Board Schools. Cost to Local and Municipal Funds.	...	...	5 13 3	4 0 1	126 11 0	31 10 5	4 12 1
Local Fund and Municipal Board Schools. Total cost ..	...	...	17 3 1	10 10 0	132 15 0	46 7 6	12 15 2
Aided Institutions. Cost to Provincial Revenues.	64 3 6	331 1 1	10 10 3	3 1 6	70 0 0	56 13 2	8 14 2
Aided Institutions. Cost to Local and Municipal Funds.	0 10 1	...	2 9 3	1 15 1	1 7 8	5 9 5	2 4 7
Aided Institutions. Total cost ...	206 3 5	576 14 3	35 10 7	8 3 7	308 10 8	123 8 6	27 9 7
Unaided Institutions.—Total cost ...	112 2 2	72 12 11	26 13 10	4 10 7	91 11 3	106 1 6	29 0 11
All Institutions. Cost to Provincial Revenues.	62 0 1	308 5 2	8 15 11	5 7 0	163 6 9	74 1 0	9 8 9
All Institutions. Cost to Local and Municipal Funds.	0 5 1	1 0 0	3 14 5	3 7 7	8 14 8	14 1 4	3 11 6
All Institutions. Total cost ...	187 7 2	377 11 4	27 7 5	10 0 7	187 12 0	110 2 7	21 7 8

TABLE II.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1919-20.

General Table IV.)

Total Indirect Expenditure on Public Instruction.							Total Expenditure on Public Instruction.	Remarks.
University.	Direction.	Inspection.	Scholarships.	Buildings, furniture and apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
3,12,632	1,05,504	4,55,726	4,16,226	21,46,841	13,99,101	48,36,030	1,41,93,952	
3,12,632	1,05,504	4,55,726	4,16,226	21,46,841	13,99,101	48,36,030	1,41,93,952	
1·05	1·65	5 53	3·23	15·97	7·73	35·16	100	
...	...	5·20	6·17	19 97	6·44	37·78	100	
...	...	1·61	3·46	11·76	4·66	21·49	100	
2·20	·74	3·21	2·93	15·13	9·86	34·07	100	

PUBLIC

CLASS OF INSTITUTION.	Under Public Management.							
	Managed by Government.				*Managed by Local Funds and Municipal Boards.*			
	Number of institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
English ... ... for males ...	1	575	586	478	...	...	...	...
for females ...	...	...	...	..	..	...	...	...
Oriental ... ... for males ...	...	..	..	..	...	..	...	.
for females ...		...		...	...	...	..	...
Colleges for Professional Training.								
Law ... ... for males ..	..	..	..	...	...	...	.	...
for females ..	.	...	...	...	...		...	..
Medicine ... .. for males ...	1	342	354	344	...	...	...	...
for females ...	.	...	..	..	...	...	...	..
Engineering ... ... for males ...	..	...	...	...	...	...	...	..
for females ...	..	..	..	..	...	...	...	...
Teaching ... . for males ..	3	301	301	291	...	.	...	.
for females ..	...	...	...	.	...	...	...	...
Agriculture ... ... for males ...	1	199	138	123	..	.	...	...
for females ...	..	...	..	..	..	...	...	...
Veterinary ... ... for males ...	1	218	224	207	...	...	...	...
for females ...	...	...	...	...	...	..	...	...
Commercial ... ... for males ..	1	37	41	36		...	...	..
for females ...	...	...	...		...	..		...
Forestry ... ... for males ...	...	.	..		...	...	..	..
for females ..	...	...	...		..	...	...	...
Total ...	8	1,672	1,644	1,479	...	...	..	..
Secondary Schools.								
High Schools for males	30	11,301	11,698	9,927	26	8,908	8,841	7,701
Middle Schools for males .. English ...	..	...	...	...	72	17,873	17,562	15,127
Vernacular ...	...	...	...	...	484	62,062	61,046	52,472
High Schools for females	4	999	1,000	846	...	..	...	.
Middle Schools for females ... English ...	...	...	...	...	2	446	389	309
Vernacular ...	...	...	...	...	24	3,194	3,140	2,412
Total ...	34	12,300	12,698	10,773	608	92,483	90,978	78,021
Primary Schools.								
For males	8	1,030	995	875	4,054	179,365	161,926	139,855
For females	1	110	109	92	659	29,259	28,020	22,768
Total ...	9	1,140	1,104	967	4,713	208,624	189,946	162,623

TABLE III.

THE PUNJAB FOR THE OFFICIAL YEAR 1919-20.

INSTITUTIONS.													
UNDER PRIVATE MANAGEMENT.										NUMBER OF SCHOLARS ON 31ST MARCH LEARNING.			
Aided by Government, by Local Funds or Municipal Boards.				*Unaided.*									
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance	Grand Total of Institutions.	Grand Total of Scholars on 31st March.	English.	A Classical Language.	A Vernacular Language.	Number of girls in boys' schools.
10	11	12	13	14	15	16	17	18	19	20	21	22	23
5	2,116	1,980	1,627	5	1,790	1,474	1,262	11	4,481	4,352	1,803	..	
1	38	33	31	...	...	...	...	1	38	38	..	21	
								1	85	79	77	5	..
1	85	92	73	..	...	..	..	...	..	..	...	.	.
...	...	...	...	..	...	..	...						
				1	404	416	398	1	404	404	.	..	...
...	..	...	..	..	..	..	..	..	.		..	..	..
...	..	.	.			.	.	1	342	..	...	...	..
..	..	..		..		.	.	..	..	..	...	...	...
...	..		...	..		.	.	..	..	..	..	..	..
...	..		..	.	..	..	.	..	.	...	..	..	..
...	...		..	...	.	.	...	.	.	..	..	...	...
								3	301	116	96	123	
..	...	...	...	..	...	..	.	1	27	27	18	8	...
1	27	28	27	..	.	..	..						
	..	..	..					1	199	111	...	...	..
...	..	..	...	.	.	.	.	..	...	...	...	...	...
							...						
...	..		.	.	.		..	1	218	..	...	...	..
...	..	.	..	...	...	..	..	...	..	..	...	...	..
								1	37	37	...	...	..
...	.		...	..	...	...	..	...	.	..	..	...	..
...	..		...	...	..	..	...						
...	...	..	...	.	...	.	...	..	..	...	...	...	..
...	...	..	..	..	..	..	...	...	..	..	...	..	..
8	2,266	2,113	1,759	6	2,194	1,890	1,660	22	6,132	5,164	1,994	157	
96	38,502	38,525	34,168	20	6,626	6,606	5,838	*172	65,337	46,432	25,945	59,323	
71	14,175	13,928	12,405	29	4,381	4,367	3,915	†172	36,429	17,304	5,790	32,821	
5	908	921	842	2	134	135	128	‡491	63,104	1,499	13,510	63,165	
15	2,122	2,147	1,859	1	194	177	161	*20	3,315	1,898	787	2,195	
15	1,594	1,501	1,268	...	.	...	...	17	2,040	1,006	83	1,400	
32	5,212	4,950	3,729	...	...	...	...	56	8,406	67	744	8,406	
234	62,513	61,975	54,271	52	11,335	11,285	10,062	928	178,631	68,206	46,859	166,310	
995	43,580	37,679	35,800	105	4,429	3,663	3,203	5,162	228,404	256	1,528	228,295	
292	14,773	14,080	11,932	49	1,713	1,388	1,170	1,001	45,855	139	747	45,780	
1,287	58,353	51,759	47,732	154	6,142	5,051	4,373	6,163	274,259	395	2,275	274,075	

* Figures for High Schools for Boys and Girls include figures for the Lawrence Military Asylum, Sanawa

† Include 125 Upper and 45 Lower Middle Schools.

‡ Include 190 Upper and 301 Lower Middle Schools.

COLLEGES, SCHOOLS AND SCHOLARS IN

CLASS OF INSTITUTION.	PUBLIC							
	UNDER PUBLIC MANAGEMENT.							
	Managed by Government.				*Managed by Local Funds and Municipal Boards.*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
SCHOOL EDUCATION, SPECIAL.								
Training Schools ... ... for males ...	12	965	976	945	1	28	26	23
for females ...	6	247	241	213	2	31	22	23
Schools of Arts ... ... for males ...	1	195	216	176	...	...	...	...
for females ...	...	..	..	..	...	.	...	...
Law Schools ... ... for males .	...	...	...	.	..	..	...	...
for females ...	...	...	...	...	...	...	...	...
Medical Schools ... ... for males ...	1	351	354	344	...	...	...	...
for females ...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools for males ...	1	98	98	97	...	...	...	...
for females .	...	.	...	..	...	. .	...	...
Technical and Industrial Schools ... for males .	1	304	290	265	19	1,538	1,480	1,266
for females .	...	..	...	...	..	.	...	...
Commercial Schools ... ... for males ...	...	...	...	...	...	..	...	...
for females ..	..	.	...	...	...	...	...	...
Agricultural Schools ... . for males .	.	..	..	...	...	. .	..	...
for females ...	.	...	..	. .	...	...	...	...
Reformatory Schools ... .. for males ..	1	107	99	93	...	..	...	...
for females ...	.	...	. .	...	...	...	...	...
Other Schools ... ... for males ..	4	118	123	80	...	...	...	...
for females ...	...	...	...	...	...	...	..	...
Total ..	27	2,385	2,397	2,213	22	1,587	1,528	1,312
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	78	17,497	17,843	15,433	5,343	302,694	282,452	241,956
PRIVATE INSTITUTIONS.								
1. *Advanced, teaching—*								
(*a*) Arabic or Persian								
(*b*) Sanskrit								
(*c*) Any other Oriental Classic								
2. *Elementary teaching—*								
(*a*) A vernacular only or mainly								
(*b*) The Koran only								
3. *Other Schools not conforming to Departmental Standards*								

TABLE III— CONCLUDED.

THE PUNJAB FOR THE OFFICIAL YEAR 1919-20—CONCLUDED.

INSTITUTIONS.													
UNDER PRIVATE MANAGEMENT.										NUMBER OF SCHOLARS ON 31ST MARCH LEARNING.			
Aided by Government, by Local Funds or Municipal Boards.				*Unaided.*									
Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Institutions.	Grand Total of Scholars on 31st March.	English.	A Classical Language.	A Vernacular Language.	Number of girls in boys' schools.
10	11	12	13	14	15	16	17	18	19	20	21	22	23
1	42	42	41	1	27	27	24	15	1,062	27	118	1,050	..
4	32	30	29	..	..	..	..	12	300	6	76	289	...
...	...	...	...	...	..	...	...	1	195	...	.	.	...
...	...	..	..	..	..	...	...	..	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...		...
...	..	...	...	..	...	...	..	..		...	...	..	...
...	...	..	...	2	70	73	48	3	430	...	...		...
1	148	145	140	.	.	...	...	1	148	...	...	.	..
...	...	...	..	..	..	...	...	1	98	...	.	...	.
...	...	..	.	...	...	...	...	.	...	...	...	..	...
5	221	194	173	...	...	...	...	25	2,063	120	..	1,802	...
4	490	486	445	.	...	...	...	4	490	...	30	2,271	...
...	...	.	..	...	...	...	...		...	...	.	...	...
...	.	...	...	...	...	...	..	...	...	...	...	...	.
...	..	..	.	..		...	...	...	..	...	...	..	...
...	...	...	...	...	...	...	...	.	...	...	...	..	...
...	.	...	...	.	..	...	...	1	107	..	..	107	.
...	...	...	..	...	...	...	...	...	...	...	...	...	...
1	186	128	186	.	...	...	...	5	304	50	...	17	...
1	53	34	31	.	...	.	...	1	53	2	..	8	...
17	1,172	1,059	1,045	3	106	100	72	69	5,250	205	524	5,544	...
1,546	124,304	116,906	104,807	215	19,777	18,326	16,187	7,182	464,272	73,970	51,652	446,586	1,072
...	...	...	for males	...	...	85	1,234	...	1,205	79	28		
			for females	...	...	8	185	...	185	16	...		
...	..	...	for males	...	...	55	1,362	...	1,284	441	26		
			for females	...	...	...	...	...	...	...	...		
...	...	...	for males	...	...	...	...	...	...	..	...		
			for females	...	...	...	...	...	...	...	...		
...	...	...	for males	...	...	471	13,846	237	301	13,429	149		
			for females	...	..	105	1,879	...	17	1,462	...		
			for males	...	...	1,038	20,243	...	18,975	309	3,338		
			for females	..	...	607	9,760	...	9,388	74	...		
			for males	...	...	106	5,132	2,584	377	4,794	22		
			for females	...	...	4	76	50	...	11	..		
TOTAL OF PRIVATE INSTITUTIONS					...	2,479	53,717	2,871	31,727	20,615	3,583		
GRAND TOTAL OF ALL INSTITUTIONS.			for males		...	7,823	445,417	73,608	71,309	405,260	4,635		
			for females		...	1,838	72,572	3,233	12,070	61,941	...		
			Total		...	9,661	517,989	76,841	83,379	467,201	4,635		

GENERAL TABLE III (A).

NUMBER OF SCHOLARS ON 31ST MARCH 1920 IN THE PUNJAB, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.

		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.						
1		2	3	4	5	6	7	8	9	10	11
University Education.											
Arts Colleges—											
English	Male	7	58	341	2,484	692	891	...	3	5	4,481
	Female	..	21	2	12	1	1	...	1	.	38
Oriental	Male	...	...	42	3	5	35	...	...		85
	Female	...	...	...		...	...	...	...	...	...
Colleges for Professional Training—											
Law	Male	...	...	46	235	38	84	1	..	...	404
	Female	...	...				...	...	.	...	...
Medicine	Male	.	3	2	189	67	59	...	...	...	342
	Female	..	...	...	...	...	...	...	...	...	...
Engineering	Male	...	...	...	...	..	...	...	...	...	...
	Female	.	...	...	...	...	...	...	...	...	...
Teaching	Male	13	7	42	93	44	99	...	...	1	299
	Female	27	2	...	..	..	...	...	...	...	29
Agriculture	Male	3	...	11	45	48	92	...	...	...	199
	Female	...	...	...	...	...	..	...	...		...
Veterinary	Male	...	...	1	35	47	135	...	...	...	218
	Female	...	...	...	...	...	...	...	...	...	...
Commercial	Male	...	...	1	30	4	2	...	...	...	37
	Female	...	...	...	...	...	...	...	...	...	...

Forestry	Male ...	...	...	...	...	...	...	...	—	...	...	...
	Female ...	...	...	...	...	..	...	...	...	...	...	
	Total ..	50	91	510	3,126	946	1,398	1	4	6	6,132	
School Education, General.												
Secondary Schools—												
For Males—												
High Schools	Male ...	841	598	5,841	27,067	10,413	20,496	...	25	54	65,335	
	Female ...	2	...	...	...	...	...	...	...	...	2	
Middle Schools—												
English	Male ...	82	485	3 974	14,359	5,657	11,779	11	4	57	36,408	
	Female ...	11	10	...	..	...	..	. .	...	. .	21	
Vernacular	Male ...	...	442	5 962	22,477	8,218	25,860	7	.	132	63,098	
	Female ...	...	...	3	3	...	...	...	...	...	6	
For Females—												
High Schools	Male ...	161	4	1	...	.	...	..	1	...	167	
	Female ...	975	318	142	1,120	297	259	...	18	19	3,148	
Middle Schools—												
English	Male ...	159	...	...	...	1	...	...	7	...	167	
	Female ...	495	192	78	481	386	226	...	7	8	1,873	
Vernacular ...	Male ...	...	30	...	...	..	7	...	...	...	37	
	Female ...	...	676	534	4,528	1,051	1,577	...	...	3	8,369	
	Total ...	2,726	2,755	16,535	70,035	26,023	60,204	18	62	273	178,631	
Primary Schools—												
For males	Male ...	95	2,965	19,041	69,124	31,346	113,325	...	5	1,462	227,363	
	Female ...	53	99	24	243	40	574	...	...	8	1,041	
For females	Male ...	21	79	21	84	43	30	...	...	..	278	
	Female ...	33	775	3,898	20,213	7,761	12,793	1	...	103	45,577	
	Total ...	202	3,918	22,984	89,664	39,190	116,722	1	5	1,573	274,259	

GENERAL TABLE III (A)—CONCLUDED.

NUMBER OF SCHOLARS ON 31ST MARCH 1920 IN THE PUNJAB, CLASSIFIED ACCORDING TO SEX, RACE OR CREED—CONCLUDED.

—		Europeans and Anglo-Indians.	Indian Christians.	Hindus.		Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.						
1		2	3	4	5	6	7	8	9	10	11
School Education, Special—											
Training Schools	Male ...	...	2	214	231	92	472	...	...	1	1,062
	Female ...	...	38	21	78	38	115	10	...	...	300
School of Arts	Male ...	...	6	13	35	17	120	...	4	...	195
	Female ...	...	...	...	...	...	...	..	...	...	...
Law Schools ...	Male ...	...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...	...
Medical Schools	Male ...	...	...	62	113	127	128	...	...	...	430
	Female ...	11	90	...	21	3	23	...	...	...	148
Engineering and Surveying Schools	Male ..	...	...	10	36	20	32	..	...	...	98
	Female ...	...	...	...	..	...	...	...	...	...	..
Technical and Industrial Schools ...	Male ...	...	133	56	395	198	1,221	...	...	60	2,063
	Female ...		490	..	..	...	.	...			490
Commercial Schools	Male ...	...	...	...	..	...	...	..		...	.
	Female ...	...	...	..	...	...	...	...	...	...	...
Agricultural Schools	Male ...	...	...	...	.	...	...		.	...	...
	Female ...	...	...	...	...	.	.	.		...	..
Reformatory Schools	Male ...	...	1	4	52	2	48	...	..	..	107
	Female ..	...	...	..	..	...	...	...		..	..
Other Schools	Male ..	...	11	30	102	53	68	...	...	40	304
	Female ...	49	2	...	2	...	...	...	...	.	53
	Total ...	60	773	410	1,115	550	2,227	10	4	101	5,250
Total of Colleges and Schools of Public Instruction.		3,038	7,537	40,439	163,940	66,709	180,551	30	75	1,953	4,4,272

PRIVATE INSTITUTIONS—												
ADVANCED TEACHING—												
(*a*) Arabic or Persian ...	Male	...	...	...	...	..	...	1,279	..	...	...	1,279
	Female	...	...	...	...	...		140	...	..	...	140
(*b*) Sanskrit	Male	...	..	...	679	603	31	7	..	.	19	1,336
	Female	...	...	...	1	25	..		...	...		28
(*c*) Any other Oriental Classic ...	Male	...	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	..	...	..	.	...	...	...	...
ELEMENTARY, TEACHING—												
(*a*) A vernacular only or mainly—												
For males	Male	...	...	114	1,572	7,257	2,353	2,239	3	...	159	13,697
	Female	...	...	...	...	70	41	38	.	...	..	149
For females	Male	...	...	...	4	47	19	1	.	.	..	71
	Female	...	...	22	204	1,001	424	151		...	6	1,808
(*b*) The Koran only—												
For males	Male	..	...	...	...	14	...	16,872	..	...	19	16,905
	Female	...	...	...	...	...	...	3,338	..	...	.	3,338
For females	Male	...	...	...	...	...	...	2,434	.		...	2,434
	Female	...	...	...	4	7	...	7,313	..	...	...	7,326
OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.												
For males	Male	..	9	113	789	1,759	1,335	1,054	.		51	5,110
	Female	...	8	...	...	...	..	...	.	...	14	22
For females	Male		20	5	...	...	...	...	..	..	..	25
	Female	...	30	6	...	15	...	...	...	...	...	51
TOTAL OF PRIVATE INSTITUTIONS			67	260	3,253	10,798	4,203	34,868	3	...	265	53,717
GRAND TOTAL OF ALL INSTITUTIONS ...			3,105	7,797	43,692	174,738	70,912	215,419	33	75	2,218	517,989

NUMBER OF EUROPEAN COLLEGES, SCHOOLS, AND S HOLARS

Class of Institution.	PUBLIC INSTITUTIONS.											
	MANAGED BY GOVERNMENT.				UNDER PRIVATE MANAGEMENT.							
					Aided by Government, by Local Funds or Municipal Boards.				*Unaided.*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
UNIVERSITY EDUCATION.												
Arts Colleges												
English ... .. { For males	...	..	.	...	...	.	.	..	.	..	.	...
{ For females	.	...	...	.	..	...	.	.	..	.	..	..
Colleges for Professional Training.												
Teaching ... { For males	1	13	11	12	..				.			
{ For females	.	...	...	..	1	27	28	27	...	...	.	.
Total ..	1	13	11	12	1	27	28	27	..	.		...
SCHOOL EDUCATION, GENERAL.												
Secondary Schools.												
High Schools for males	2	443	427	412	3	429	352	323	..	...	...	...
Middle Schools—English—for males ...	...	...	...	...	2	99	179	159	...	...	...	..
High Schools for females	2	415	411	408	8	745	798	831	..	...	...	...
Middle Schools—English—for females...	...	...	...	...	8	670	622	556	...	..	...	...
Total ..	4	858	838	820	21	1,943	1,951	1,869	..	...	...	...
Primary Schools.												
For males	..	..	...	...	3	147	169	163	..	...	..	...
For females	...	...	...	..	2	54	58	54	...	...	...	...
Total ..	.	...	...	..	5	201	227	217	...	..	...	...
SCHOOL EDUCATION, SPECIAL.												
Training Schools ... { For males	..	..	...	...	...	...	...	...	...	...	...	...
{ For females	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Arts .. { For males	...	...	...	...	...	...	...	...	..	...	..	...
{ For females	..	...	.	...	...	.	...	...	..	...	..	...
Engineering and Surveying Schools. { For males	...	...	...	...	...	..	...	...	...	...	...	...
{ For females	...	...	...	...	..	.	...	...	...	...	...	...
Technical and Industrial Schools. { For males	...	...	...	...	...	...	...	...	...	...	...	...
{ For females	..	...	...	...	...	...	...	...	...	...	...	...
Commercial Schools ... { For males	..	...	...	...	...	...	...	..	...	..	...	...
{ For females	...	...	...	...	...	...	...	..	..	..	..	...
Other Schools ... { For males	...	...	...	...	...	...	...	..	...	..	...	...
{ For females	..	...	...	..	...	...	...	...	...	...	..	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	5	871	849	832	27	2,171	2,206	2,113	...	..	...	...
PRIVATE INSTITUTION.												
Other Schools not conforming to Departmental Standards—												
For males	...	...	...	...	...	...	..	...	1	17	...	...
For females	...	...	...	...	...	...	...	...	1	50	...	...
									2	67	...	...
TOTAL OF PRIVATE INSTITUTIONS ...	...	...	...	...	...	...	...	...	2	67	...	...
GRAND TOTAL OF ALL INSTITUTIONS ...	5	871	849	832	27	2,171	2,206	2,113	2	67	...	...

* Include figures for the Lawrenc

TABLE III-B.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1919-20.

Grand Total of Institutions.	Grand Total of Scholars on 31st March.	Number of Scholars on the 31st March learning.			Number of girls in Boys' Schools.	Number of boys in Girls' Schools.	Classification of Scholars on the 31st March according to race or creed.									Remarks.
		English.	A Classical Language.	A Vernacular Language.			Europeans and Anglo-Indians.	Indian Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
...	...	...	..	...	...	..	.	...	...	.	...	...	...	..	...	
...			...	...	...	...	..	...	...	..	...	.	...	...	...	
1	13	13	..	8	...	..	13	...	...	...	...	...	...	...	...	
1	27	27	18	8	.	.	27	..	...	...	...	...	...	..	...	
2	40	40	18	16	...	...	40	..	...	..	...	...	...	...	...	
5*	872*	872	107	771	2	...	843	4	3	7	2	5	...	8	...	
2	99	34	10	22	13		93	4	...	...	...	...	...	1	1	
10*	1,160*	1,071	416	42	...	167	1,136	12	2	...	..	...	...	9	1	
8	670	670	65	30	...	167	653	...	1	...	2	...	...	14	...	
25	2,801	2,647	598	865	15	334	2,725	20	6	7	4	5	...	32	2	
3	147	147	...	39	53	.	147	...	...	...	...	...	...	...	...	
2	54	54	...	...	.	23	54	...	..	...	...	...	...	...	...	
5	201	201	..	39	53	23	201	..	...	..	...	...	...	...	...	
. .	...	..	...	...	..	...	...	...	...	...	...	..	..	...	...	
...	..	...	...	...	...	...	...	...	...	..	...	...	...	...	...	
...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	..	...	...	..	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
..	..	...	...	...	...	..	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	.	...	..	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	..	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	
32	3,042	2,888	616	920	68	357	2,966	20	6	7	4	5	...	32	2	
1	17	17	...	...	8	...	17	...	...	...	..	...	...	...	...	
1	50	50	...	..	...	20	50	...	...	...	...	...	...	...	...	
2	67	67	...	...	8	20	67	...	...	...	...	...	...	...	...	
34	3,109	2,955	616	920	76	377	3,033	20	6	7	4	5	...	32	2	

Military Asylum, Sanawar.

GENERAL

EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							*Managed*	
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources	Total.	Provincial Revenues.	Local Funds.
1	2	3	4	5	6	7	8	9	10
UNIVERSITY EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rr.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.									
English ... for males ...	1,23,122	...	...	58,600	...	...	1,81,722	...	...
for females ...	...	...	...	...	...	...	...	...	...
Oriental ... for males ...	...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.									
Law ... for males ...	...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...	...
Medicine ... for males ...	1,43,477	...	...	24,408	...	...	1,67,885	...	...
for females ...	...	...	...	...	...	...	...	...	...
Engineering ... for males ...	...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...	...
Teaching ... for males ...	1,21,446	1,393	116	...	5,937	2,160	1,31,052	...	...
for females ...	...	...	...	...	...	...	...	...	...
Agriculture ... for males ...	65,239	...	...	18,913	...	...	84,152	...	...
for females ...	...	...	...	...	...	...	...	...	...
Veterinary ... for males ...	1,21,277	...	...	12,250	...	...	1,33,527	...	...
for females ...	...	...	...	...	...	...	...	...	...
Commercial ... for males ...	2,395	...	...	1,867	...	...	4,262	...	...
for females ...	...	...	...	...	...	...	...	...	...
Forestry ... for males ...	...	...	...	...	...	...	...	...	...
for females ...	...	...	...	...	...	...	...	...	...
Total ...	5,76,956	1,393	116	1,16,038	5,937	2,160	7,02,600	...	...
SCHOOL EDUCATION, GENERAL.									
Secondary Schools.									
High Schools for males	3,45,530	...	362	3,06,053	1,037	3,434	6,56,416	22,941	50,046
Middle Schools for males. English ...	...	...	...	...	...	...	...	39,431	63,654
Vernacular ...	...	...	...	...	...	...	...	4,03,170	2,09,033
High Schools for females ...	92,293	...	...	30,421	...	1,695	1,24,409	...	...
Middle Schools for females. English ...	...	...	...	...	...	...	...	3,709	7,04
Vernacular ...	...	...	...	...	...	...	...	24 806	6,164
Total ...	4,37,823	...	362	3,36,474	1,037	5,129	7,80,825	4,94,117	3,36,512

TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1919-1920.

INSTITUTIONS.

MANAGEMENT.					UNDER PRIVATE MANAGEMENT.						
by Local Funds and Municipal Boards.					*Aided by Government or by Local or Municipal Boards.*						
Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	1,09,397	300	1,017	1,73,927	35,584	65,226	3,85,451
...	...	...	...	...	3,000	...	...	3,156	...	7,304	13,460
...	...	...	...	...	21,500	...	...	440	9,113	...	31,053
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	9,270	...	...	2,643	...	4,240	16,153
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	1,43,167	300	1,017	1,80,166	44,697	76,770	4,46,117
55,855	1,62,138	1,229	9,843	3,02,852	4,44,804	18,089	73,942	6,37,005	1,59,335	1,53,166	14,86,141
83,337	2,04,672	5,077	4,118	4,00,289	62,882	15,202	18,005	1,38,827	49,301	59,807	3,39,027
14,6 3	1,24,619	2,300	25,595	7,79,930	2,716	2,018	500	2,592	5,821	809	15,446
...	...	...	...	...	89,780	...	6,653	48,596	17,191	16,361	1,78,581
1,517	...	...	...	12,331	40,120	886	5,178	23,873	11,852	16,485	98,394
38,501	12	141	...	63,714	19,559	3,435	15,215	365	36,809	17,265	92,648
1,93,913	4,91,741	8,747	39,556	15,64,616	6,59,661	40,530	1,19,493	8,46,258	2,80,312	2,63,083	22,10,237

GENERAL

EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS.				TOTAL	
	UNDER PRIVATE MANAGEMENT.					
	Unaided.					
	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.
1	23	24	25	26	27	28
UNIVERSITY EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.						
English ... ... for males ...	1,11,255	20,007	34,031	1,65,293	2,32,519	300
... for females ...	...	...	...	...	3,000	..
Oriental ... ... for males ...	...	...	...	...	21,500	...
... for females ...	...	...	...	...	.	...
Colleges for Professional Training.						
Law ... ... for males ...	30,289	...	...	30,289	...	...
... for females ...	...	...	...	...	...	...
Medicine ... ... for males ...	...	...	...	...	1,43,477	...
... for females ..	...	...	...	...	..	
Engineering ... .. for males ...	...	...	...	...	...	...
... for females ...	...	...	...	...	...	...
Teaching ... ... for males ..	...	...	...	...	1,21,446	1,393
... for females ..	...	...	...	...	9,270	...
Agriculture ... ... for males ...	...	...	...	...	65,239	...
... for females ..	...	...	...	...	...	...
Veterinary ... ... for males ...	...	...	...	...	1,21,277	...
... for females ...	...	...	...	...	...	...
Commercial ... ... for males ..	...	...	...	...	2,395	...
... for females ...	...	...	...	...	...	...
Forestry ... ... for males ...	...	...	...	...	...	...
... for females ...	...	...	...	...	...	...
Total ...	1,41,544	20,007	34,031	1,95,582	7,20,123	1,693
SCHOOL EDUCATION, GENERAL.						
Secondary Schools.						
High Schools for males	1,16,501	32,692	46,274	1,95,467	8,13,075	68,135
Middle Schools for males ... English ..	56,454	9,370	31,245	97,069	1,02,313	78,856
... Vernacular ...	218	388	944	1,550	4,05,886	2,12,551
High Schools for females	...	9,096	...	9,096	1,82,073	...
Middle Schools for females ... English ...	...	...	...	...	43,889	7,931
... Vernacular ...	...	...	...	...	44,365	9,599
Total ...	1,73,173	51,546	78,463	3,03,182	15,91,601	3,77,072

* Include expenditure on the Lawrence Military Asylum

TABLE IV—CONTINUED.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1919-1920—CONTINUED.

EXPENDITURE FROM					REMARKS.
Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Grand Total.	
29	30	31	32	33	34
Rs	Rs.	Rs.	Rs.	Rs.	
1,017	3,43,782	55,591	99,257	7,92,466	
...	3,156		7,304	13,460	
.	440	9,113	...	31,053	
.	..	..	...	.	
..	30,289	.	...	30,289	
.	.	...	...	.	
..	24,408	..	...	1,67,885	
...	...	...	...	...	
...	...	..	...	...	
..	...	...	...	...	
116	.	5,937	2,160	1,31,052	
...	2,643	...	4,240	16,103	
...	18,913	...	...	84,152	
..	...	...	...	...	
..	12,250	..	...	1,33,527	
.	.	...	...	...	
...	1,867	...	...	4,262	
...	..	..	...	..	
...	...	...	...	...	
.		...	...	...	
1,133	4,37,748	70,641	1,12,961	13,44,209	
1,30,159	12,21,997	1,94,293	2,12,717	*26,40,376	
1,01,342	3,94,953	63,751	95,170	8,36,385	
15,113	1,27,429	8,509	27,438	7,96,926	
6,653	79,017	26,287	18,056	*3,12,086	
6,695	13,873	11,832	16,485	1,10,725	
53,806	377	36,950	17,265	1,62,362	
3,13,768	18,47,646	3,41,642	3,87,131	49,58,860	

Rs. 26,052 on account of a Manual Training Class.

GENERAL

EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							*Managed*	
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.
1	2	3	4	5	6	7	8	9	10
Primary Schools.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.
or males	18,157	...	.	1,413	680	52	20,302	10,37,284	4,95,018
or females	319	..		..	..	..	319	1,31,904	1,10,520
Total .	18,476	..	...	1,413	680	52	20,621	11,69,185	6,05,538
SCHOOL EDUCATION, SPECIAL.									
'raining Schools .. for males .	1,68,477	3,005	...	...	...	...	1,71,482	300	2,336
for females ...	49,423	1,623	1,371	..	1,111	..	53,528	...	1,057
chools of Arts . for males ..	51,159	...	...	977	..	...	52,136	...	...
for females ..	..	...	...	..	...	..	..	...	...
aw Schools .. for males ..	...	...	...	...	...	...	...	..	...
for females ...	..	.	...	..	.	...	..	...	..
Medical Schools ... for males .	23,579	...	...	2,833	..	...	26,412	...	...
for females ...	..	.	...	..	...	.	..	...	...
Engineering and Surveying Schools. for males ...	44,565	...	...	6,299	...	...	50,864	...	...
for females ..	.	.	...	...	...	...	.	...	...
Technical and Industrial Schools. for males ..	24,538	..	...	425	..	507	25,470	19,066	23,392
for females .	..	..	...	..	...	...	...	...	...
Commercial Schools for males ...	...	..	...	..	...	...	...	...	...
for females ..	...	...	...	...	..	...	...	...	...
Agricultural Schools for males ..	...	...	..	...	...	...	...	...	...
for females ...	..	...	...	...	...	...	...	...	...
Reformatory Schools for males ..	32,223	...	...	...	...	...	32,223	...	...
for females ..	..	...	..	..	...	..	...	...	...
Other Schools .. for males ...	24,164	...	...	46		25	24,235	..	...
for females ...	...		...	..	..	..	..	.	..
Total ...	4,18,128	4,628	1,371	10,580	1,111	532	4,36,350	19,366	26,785
Total Direct Expenditure ..	14,51,383	6,021	1,849	4,64,505	8,765	7,873	19,40,396	16,82,671	9,68,865
Buildings, furniture and apparatus ..	7,32,821	.	797	17,707	...	20	7,51,345	1,89,127	3,44,207
University		..	...	...	..	...	...	...	...
Direction	...	...	..	..	...		...	..	...
Inspection	..	...	...	...	.	...	..	...	...
Scholarships held in—									
Arts Colleges	...	...	...	...	...	..	...	...	...
Medical Colleges	..	..	...	...	..	...	..	...	...
Other Professional Colleges ...	..	...	.	...	...	...	...	...	...
Secondary Schools	...	..	...	...	.	...	...	..	...
Primary Schools	...	...	..	..	...	...	...	...	...
Medical Schools ..	.	..	..	...	...	.	...	...	..
Technical and Industrial Schools	...	...	...	..	...	...	...	..	...
Other Special Schools ..	..	...	...	..	...	...	..	...	...
Miscellaneous	...	...	...	...	.	..	...	...	...
Boarding houses	...	...	...	...	...	...	...	...	...
Total Indirect Expenditure ...	7,32,821	...	797	17,707	...	20	7,51,345	1,89,127	3,44,207
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	21,84,204	6,021	2,646	4,82,212	8,765	7,893	26,91,741	18,71,798	13,13,072

TABLE IV—CONTINUED.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1919-1920—CONTINUED.

INSTITUTIONS;

MANAGEMENT.					UNDER PRIVATE MANAGEMENT.						
by Local Funds and Municipal Boards.					*Aided by Government or by Local or Municipal Boards.*						
Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.
11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
69,233	81,156	2,961	3,770	16,89,422	1,13,543	41,035	22,436	19,002	19,932	56,229	2,72,177
86,401	7	74	445	3,29,351	46,594	11,139	22,905	4,246	32,371	33,199	1,53,754
1,55,634	81,163	3,035	4,215	20,18,773	1,60,137	55,474	45,341	23,248	52,303	89,428	4,26,931
...	...	...	..	2,636	2,575	..	...	..	.	9,707	12,282
2,688	.	...	...	3,745	2,165	104	...	177	2,631	4,565	9,942
..	..	..	..	...	..	...	...	...	...	...	...
.	...	...	...	..	..	...	...	...	..	...	..
...	...	...	.	...		...	...	...	...	...	...
..	...	...	...	..	...	...	...	...	..	...	...
..	.	...	...	...	..	...	...	...	..	...	...
...	...	...	..	..	38,842	...	...	5,905	27,998	761	73,506
.	...	...	...	...	...	..	...	...	...	...	...
..	..	..	..	..	..	..	..	...	..	...	...
23,457	1,507	650	706	68,778	4,208	220	1,570	2,012	8,566	1,756	18,332
..	..	..	.	...	1,767	3,722	...	174	1,624	3,528	10,815
..	..	...	..	.	.	...	.	...	...	...	...
...	...	..	.	...	..	..	.	...	...	...	...
..	...	..	...	...	...	...	...	...	...	...	...
...	...	.		...	...	.	...	...	...	...	...
..		...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	..	...	..	..
..	.	...	.	...	7,249	..	...	4,038	...	3,969	15,256
...	...	..	..	..	4,021	..	...	...	...	...	4,021
26,145	1,507	650	706	75,159	61,127	4,046	1,570	12,306	40,819	24,286	1,44,154
3,75,692	5,74,411	12,432	44,477	36,58,518	10,24,092	1,00,350	1,67,421	10,61,978	4,18,131	4,54,467	32,26,439
80,801	...	...	55,880	6,70,015	1,01,960	799	...	...	1,17,455	2,86,871	5,07,081
...	...	...	..	...	..	...	...	...	...	...	...
...	...	...	.	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...	...
.	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	..	...	...	...	..	...
...	..	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...	...
80,801	...	...	55,880	6,70,015	1,01,960	799	...	...	1,17,455	2,86,871	5,07,081
4,56,493	5,74,411	12,432	1,00,357	43,28,533	11,26,052	1,01,149	1,67,421	10,61,978	5,35,586	7,41,338	37,33,5

GENERAL

EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS.				TOTAL	
	UNDER PRIVATE MANAGEMENT.					
	Unaided.					
	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	Local Funds.
1	23	24	25	26	27	28
Primary Schools.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For males	1,272	7,098	7,669	16,039	11,68,984	5,36,053
For females	...	2,101	5,414	7,515	1,78,817	1,24,959
Total ...	1,272	9,199	13,083	23,554	13,47,801	6,61,012
SCHOOL EDUCATION, SPECIAL.						
Training Schools ... .. { for males ...	733	...	1,743	2,476	1,71,352	5,341
{ for females ...	...	...	...	...	51,888	2,784
Schools of Arts ... .. { for males .	...	...	...	...	51,159	...
{ for females ...	...	...	...	...	...	...
Law Schools ... ... { for males ...	..	...	...	...	...	...
{ for females ...	..	..	..	..	...	...
Medical Schools ... . { for males .	1,386	3,000	3,359	7,745	28,579	...
{ for females ..	...	...	...	...	38,942	...
Engineering and Surveying Schools. { for males ..	...	...	...	...	44,565	...
{ for females ..	..	...	...	...	...	...
Technical and Industrial Schools. { for males ...	...	...	..	...	47,812	23,612
{ for females ..	...	...	...	..	1,767	3,722
Commercial Schools .. . { for males ..	...	...	...	...	...	...
{ for females ...	...	...	..	...	...	...
Agricultural Schools... ... { for males ...	...	...	...	...	...	...
{ for females .	...	..	...	...	...	...
Reformatory Schools... .. { for males ..	...	...	...	...	32,223	..
{ for females .	...	...	...	...		...
Other Schools ... ... { for males .	...	...	...	...	31,413	...
{ for females ...	...	...	...	..	4,021	...
Total ...	2,119	3,000	5,102	10,221	4,98,621	35,459
Total Direct Expenditure ...	3,18,108	83,752	1,30,679	5,32,539	41,58,146	10,75,236
Buildings, furniture and apparatus	9,023	54,266	1,55,107	2,18,396	10,23,908	3,45,006
University	...	...	...	...	67,400	...
Direction	...	..	...	...	1,05,504	...
Inspection	...	...	...	...	3,54,595	89,943
Scholarships held in—						
Arts Colleges	...	...	...	...	18,205	1,697
Medical Colleges	...	...	...	..	5,165	549
Other Professional Colleges	...	...	...	...	6,292	5,210
Secondary Schools	...	...	...	...	90,590	90,495
Primary Schools	...	..	...	...	25,242	188
Medical Schools	...	...	...	...	52,526	507
Technical and Industrial Schools	..	...	...	...	8,155	5,049
Other Special Schools	...	...	...	...	1,000	2,886
Miscellaneous	...	...	...	..	2,20,191	53,800
Boarding houses	...	..	..	...	2,75,699	57,589
Total Indirect Expenditure	9,023	54,266	1,55,107	2,18,396	22,54,562	6,52,909
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	3,27,131	1,38,018	2,85,786	7,50,935	†64,12,708	17,28,145

TABLE IV—CONCLUDED.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1919-20—CONCLUDED.

EXPENDITURE FROM					REMARKS.
Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	GRAND TOTAL.	
29	30	31	32	33	34
Rs.	Rs.	Rs.	Rs.	Rs.	
91,669	1,02,843	30,671	67,720	19,97,910	*Revised figures received after compilation has been co
1,09,306	4,253	34,546	39,058	4,90,939	pleted show an additional expenditure of Rs. 19,097 fr
					Provincial Revenues.
2,00,975	1,07,096	65,217	1,06,778	24,88,879	
					†The amount shown in columns 2, 9, 16 and 27 inclu
					Rs. 29,13,966 from the Imperial Funds, which was utili
					as follows :—
.	738	..	11,450	1,88,976	1. Rs. 39,016 for the Veterinary College, Lahore.
4,059	177	3,742	4,565	67,215	
...	977	. .	.	52,136	2. Rs. 12,440 for the appointment of Additional Distr
..	...	...		...	Inspectors of Schools.
...		...	.	..	
..	...	...	.		3. Rs. 5,880 or the Female Inspecting Staff.
...	4,219	3,000	3,359	34,137	
...	5,905	27,998	761	73,506	4. Rs 11,472 for the revision of pay of Superintende
...	6,299	..	..	50,864	of Boarding-houses.
..	..		.		
25,027	3,944	9,216	2,969	1,12,580	5 Rs. 5,000 for the Queen Mary's College, Lahore.
..	174	1,625	3,528	10,815	
...	...	...	..	.	6. Rs. 15,500 for the Normal School, Karnal.
...	...	...	..	..	
...	...	...	..	...	7. Rs. 38,000 for salary grants to European Schools.
...	...	...	.	.	
	..	...	...	32,223	8. Rs. 39,016 for the salaries of the Officers of the Ind
...	..	.			Educational Service attached to the Kha
...	4,084	..	3,994	39,491	College, Amritsar.
...	...	...	...	4,021	
					9. Rs. 19,258 for the Victoria Girls' School, Lahore.
29,086	26,512	45,580	30,626	6,65,884	
					10. Rs. 60,000 for the maintenance of the Aided Seco
5,44,062	24,19,002	5,23,080	6,37,496	93,57,922	ary Schools.
					11. Rs. 10,000 for the Government Training Class, Sa
81,598	26,730	1,71,721	4,97,878	*21,46,841	war.
...	2,27,281	13,891	4,066	3,12,632	
...	..	.	.	1,05,504	12. Rs. 30,000 for the improvement of the Isla
11,188	...	...	...	4,55,726	College, Lahore.
					13. Rs. 12,400 for the Lawrence School, Ghora Gali.
2,120	...	22,804	12,895	57,801	
228	..	..	2,027	7,969	14. Rs. 65,000 for the Punjab University
1,084	...	6,429	16,391	35,406	
17,344	...	5,145	2,915	2 06,489	15. Rs. 1,75,000 for the training of teachers.
525	...	30	229	26,214	
16	...	...	5,161	5-,210	16. Rs. 2,57,254 for the Lawrence Military Asylu
2,529	...	2,144	2,236	20,113	Sanawar.
138	..	...	...	4,024	
18,089	41,360	...	59,281	3,82,731	17. Rs. 18,57,457 to District Boards for the extensio
14,289	4,05,072	86,816	1,66,915	10,06,380	Vernacular Education.
1,49,148	7,00,443	3,08,980	7,69,988	48,36,030	18. Rs. 2,25,453 to Municipal Committees for the ex
					sion of Vernacular Education.
6,94,110	31,19,445	8,32,060	14,07,484	1,41,93,952	
					19. Rs. 35,820 for Agricultural Education.

GENERAL

EXPENDITURE ON PUBLIC INSTRUCTION FOR EUROPEANS IN THE

PUBLIC

OBJECTS OF EXPENDITURE.	Under Public Management.					Under Private
	Managed by Government.					*Aided by Government or by Local or*
	Provincial Revenues.	Fees.	Endowments.	Subscription and other sources.	Total.	Provincial Revenues.
1	2	3	4	5	6	7
UNIVERSITY EDUCATION.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.						
English ... For males	..	...	...	..	...	...
For females	...	...	...	..	...	..
Colleges for Professional Training						
Teaching .. For males	13,049	..	5,937	...	18,986	..
For females	...	..	...	..	..	9,270
Total ...	13,049	...	5,937	.	18,986	9,270
SCHOOL EDUCATION, GENERAL						
Secondary Schools.						
High Schools for males ..	38,282	32,395	...	3,390	*74,077	54,101
Middle Schools—English—for males	...	...	.	.	..	9,062
High Schools for females ..	44,532	23,770	...	1,695	*69,997	68,009
Middle Schools—English—for females.	...	...	...	..	..	35,314
Total ...	82,824	56,165		5,085	1,44,074	1,66,486
Primary Schools.						
For males	...	...	...	..	...	7,954
For females	..	...	...	.	...	4,594
Total ..	.	...	...	..	.	12,548
SCHOOL EDUCATION, SPECIAL.						
Training Schools .. For males	...	...	..	...	...	...
For females	...	...	..	...	...	...
Engineering and Surveying Schools. For males	...	.	..	..	...	..
For females	.	..	...	...	...	...
Technical and Industrial Schools. For males	...	.	.	..	..	...
For females	...	..	...	...	.	...
Commercial Schools For males	..	..	..	...	...	.
For females	...	...	.	...	..	..
Other Schools For males	..	..	..	.	...	...
For females	..	...	..		.	...
Total ...	.	.	..	..	...	...
TOTAL DIRECT EXPENDITURE ...	95,873	56,165	5,937	5,085	1,63,060	1,88,304
Buildings, furniture and apparatus.	33,720	...	..	..	33,720	73,172
Inspection	...	...	..	...	...	..
Scholarships held in—						
Arts Colleges	...	...	...	..	...	...
Medical Colleges	...	...	.	..	..	..
Other Professional Colleges ..	..	...	.	...	...	...
Secondary Schools	...	...	...	...	..	...
Primary Schools	...	..	...	...	...	...
Medical Schools	..	...	...	...	..	..
Technical and Industrial Schools	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	..
Boarding houses	...	...	...	...	...	..
TOTAL INDIRECT EXPENDITURE ..	33,720	...	...	..	33,720	73,172
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,29,593	56,165	5,937	5,085	1,96,780	2,61,476

OBJECTS OF EXPENDITURE.	Under Private				
	Aided by Government or by Local or				
	District Funds.	Municipal Funds.	Fees.	Endowments.	
1	8	9	10	11	
UNIVERSITY EDUCATION.	Rs.	Rs.	Rs.	Rs.	
Arts Colleges.					
English ... For males	..	.	...	..	
For females	...	...	...	...	
Colleges for Professional Training					
Teaching .. For males	...	..	..	..	
For females	..	..	2,643	..	
Total ...		..	2,643	..	
SCHOOL EDUCATION, GENERAL					
Secondary Schools.					
High Schools for males ..	...	...	29,572	...	
Middle Schools—English—for males	...	...	5,594	...	
High Schools for females ..	...	...	42,301	..	
Middle Schools—English—for females.	...	100	21,110	4,753	
Total ...	..	100	98,877	4,753	
Primary Schools.					
For males	...	..	4,137	...	
For females	...	.	2,247	...	
Total ..	...	...	6,384	...	
SCHOOL EDUCATION, SPECIAL.					
Training Schools .. For males	...	...	...	...	
For females	...	..	...	...	
Engineering and Surveying Schools. For males	...	...	...	...	
For females	...	..	..	..	
Technical and Industrial Schools. For males	...	...	...	..	
For females	.	.	...	...	
Commercial Schools For males	...	..	..	...	
For females	...	...	...	...	
Other Schools For males	...	.	...	...	
For females	..		...	...	
Total ...	..	..	..	...	
TOTAL DIRECT EXPENDITURE ...	...	100	1,07,904	4,753	
Buildings, furniture and apparatus.	...	...	...	...	
Inspection	..	...	...	...	
Scholarships held in—					
Arts Colleges	...	...	...	...	
Medical Colleges	...	...	...	..	
Other Professional Colleges ..	...	...	..	..	
Secondary Schools	...	..	...	...	
Primary Schools	...	..	...	...	
Medical Schools	..	...	...	...	
Technical and Industrial Schools	...	...	...	...	
Miscellaneous	...	..	...	..	
Boarding houses	...				
TOTAL INDIRECT EXPENDITURE ..	..		..	...	
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	...	100	1,07,904	4,753	

... expenditure on the

TABLE IV-A.

PUNJAB FOR THE OFFICIAL YEAR 1919-20.

INSTITUTIONS.						TOTAL EXPENDITURE FROM							
MANAGEMENT.													
Municipal Boards.		*Unaided.*											
Subscriptions and other sources.	Total.	Fees	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	GRAND TOTAL.	REMARKS.
12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
..	...	...	..	...	...	..		.	...	.	...	..	
..	...	...	..	...	..	. .	.	..	..	..	.	..	
...	.	...	...	..	...	13,049	..	..		5,937	.	18,986	
4,240	16,153	..	...	..	...	9,270	..	..	2,643	..	1,240	16,153	
4,240	16,153	...	.	...	.	22,319	...	..	2,643	5,937	4,240	35,139	
6,875	90,548	..	..	..	.	92,393	..	...	61,967	...	10,265	*1,64,625	
2,224	17,180	...	.	...		9,062	...		5,894	..	2,224	17,180	
6,350	1,16,669	.	..	..	.	1,12,541	..		66,071	.	8,045	*1,86,657	
5,051	66,328	...	..	..	..	35,314	..	100	21,110	4,753	5,051	66,328	
20,500	2,90,716	..	.	..	...	2,49,310	.	100	1,55, 42	4,753	25,585	4,34,790	
4,519	16,610	...	..	..	...	7,954	..	..	4,137	...	4,519	16,610	
406	7, 247	..	...		...	4,594	..	..	2,247	...	406	7,247	
4,925	23, 857	...	.	...	...	12,548	..	...	6,384	...	4,925	23,857	
...	...	...	...	...	..	...	..	...	...	...	...	...	
...	...	..	..	..	..	...	...		...	..	.	...	
..	..	...	..	...	..	..	...	...	. .	...	..	...	
..	...	...	..	...	..	...	...	...	. .	...	...	...	
...	...	...	..	...	...	...	.	...	...	...	..	...	
...	..	...	..	..	..	. .	...	...	...	.	...	...	
...	...	..	..	..	..	...	...	...	...	..	...	...	
...	...	. .		..	..	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	..	..	...	...		. .	
...	...	...	..	.	. .	..	..		...	...	..	..	
...	...	...	..	...	..	.	.	...	...	...	...	.	
29,665	3,30,726	..	...	..	...	2,84,177	..	100	1,64,066	10,690	34,750	4,93,786	
70,970	1,44,142	...	...		...	1,06,892	...	...	...	...	70,970	1,77,862	
...	...	...	..	...	..	7,491	...	..	...	...	...	7,491	
...	...	...	...	...	. .	...	..	...	...	..	...	...	
...	...	...	.	.	...	..	...	..	..	...	...	...	
..	...	...	..	...	.	...	...	...	...	...	...	...	
...	...	...	..	.	...	11,027	...	...	...	.	20	11,047	
...	...	...	..	...	..	...	..	...	..	...	...	...	
. .	...	. .	..	..	...	...	..	...	...	...	...	...	
...	.	...	..	...	..	. .	..	...	.	...	..	...	
..	...	...	...	...	...	1,56,781	...	...	40,338	. .	54,847	2,51,966	
...	...	...	..	..	..	1,48,167	..	...	2,15,859	...	1,10,343	4,74,369	
70,970	1,44,142	...	...	...	..	4,30,358	.	..	2,56,197	...	2,36,180	9,22,735	
1,00,635	4,74,868	...	...	...	...	†7,14,585	...	100	4,20,266	10,690	2,70,930	14, 16,521	

†The amount shown in columns 2, 7 and 18 includes Rs. 3,17,654 from Imperial Funds, which were utilized as follows :—

1. Rs. 2,67,254 for the Lawrence Military Asylum, Sanawar.
2. Rs. 39,000 for salary grants to European Schools.
3. Rs. 10,000 for the Government Training Class, Sanawar.
4. Rs. 12,400 for the Lawrence School, Ghora Gali.

Lawrence Military Asylum, Sanawar.

STAGES FOR INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENERAL

Class of School.	Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the lower Secondary Middle Stage, but have not passed the Matriculation Examination.		
			Males.	Females.	Total.
1	2	3	4	5	6
SECONDARY SCHOOLS. *For males.*					
Government ... English	30	11,301	2,647	...	2,647
Government ... Vernacular	...	...	...	...	...
Local Fund ... English	53	14,521	451	...	451
Local Fund ... Vernacular	469	59,749	...	...	...
Municipal Fund ... English	45	12,260	661	...	661
Municipal Fund ... Vernacular	15	2 313	...	...	...
Aided ... English	167	52,677	6,660	...	6,660
Aided ... Vernacular	5	908	..	...	
Unaided ... English	49	11,007	1,571	...	1,571
Unaided ... Vernacular	2	1 4	...	...	...
Total ...	835	1,64,870	11,990	...	11,990
For females.					
Government ... English	4	999	...	48	48
Government ... Vernacular	...	...	...	...	...
Local Fund ... English	1	398	...	...	...
Local Fund ... Vernacular	5	483	...	...	...
Municipal Fund ... English	1	48	...	...	..
Municipal Fund ... Vernacular	19	2,711	...	...	...
Aided ... English	29	3,422	..	204	204
Aided ... Vernacular	33	5 506	...	5	5
Unaided ... English	1	194	...	18	18
Unaided ... Vernacular	...	...	...	...	...
Total ...	93	13,761	...	275	275
Total Secondary Schools ...	928	1,78,631	11,990	275	12,265
Primary Schools. *For males.*					
Government	8	1,080	...	...	...
Local Fund	3,934	1,68,369	...	...	...
Municipal Fund	120	10 996	...	...	...
Aided	995	43,580	...	...	...
Unaided	105	4,429	...	...	...
Total ...	5,162	2,28,404	...	...	...
For females.					
Government	1	110	...	...	...
Local Fund	474	17,654	...	...	..
Municipal Fund ...	185	11,605	...	...	...
Aided	292	14,773	...	...	...
Unaided	49	1,713	...	...	..
Total ...	1,001	45,855	...	...	...
Total Primary Schools ...	6,163	2,74,259	...	...	...
GRAND TOTAL ...	7,091	4,52,890	11,990	275	12,265

TABLE V.

EDUCATION IN THE PUNJAB AT THE END OF OFFICIAL YEAR 1919-20.

MIDDLE STAGE. *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.*			TOTAL SECONDARY STAGE.			UPPER PRIMARY STAGE. *Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*		
Males.	Females	Total.	Males	Females.	Total.	Males.	Females.	Total.
7	8	9	10	11	12	13	14	15
6,471	...	6,471	9,118	...	9,118	637	...	637
...	...	...	...	...	..	...	...	...
7,811	...	7,811	8,262	...	8,262	1,253	...	1,253
16,520	...	16,520	16,520	...	16,520	6,455	...	6,455
5,604	...	5,604	6,265	...	6,235	1,355	..	1,355
757	...	757	757	...	757	285	...	285
24,551	5	24,556	31,211	5	31,216	4,639	4	4,643
345	...	345	345	...	345	113	...	113
6,275	...	6,275	7,846	...	7,846	749	...	749
34	...	34	34	...	34	29	...	29
68,368	5	68,373	80,358	5	80,363	15,515	4	15,519
...	217	217	...	265	265	...	182	182
...	...	...	...	...	...	...	...	...
...	52	52	...	52	52	...	33	33
...	85	85	...	85	85	...	136	136
...	9	9	...	9	9	...	15	15
...	365	365	...	365	365	...	641	641
7	680	687	7	884	891	38	565	603
...	458	458	...	463	463	4	863	867
...	51	51	...	69	69	...	50	50
...	...	...	...	...	...	...	...	...
7	1,917	1,924	7	2,192	2,199	42	2,485	2,527
68,375	1,922	70,297	80,365	2,197	82,562	15,557	2,489	18,046
...	...	...	...	...	...	156	...	156
...	...	...	...	...	...	17,729	1	17,730
...	...	...	...	...	...	1,302	...	1,302
...	...	...	...	...	...	4,584	8	4,592
...	...	...	...	...	...	142	...	142
...	...	...	...	...	...	23,913	9	23,922
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	2	2,211	2,213
...	...	...	...	...	...	...	1,187	1,187
...	...	...	...	...	...	...	1,696	1,696
...	...	...	...	...	...	...	73	73
...	...	...	...	...	...	2	5,167	5,169
...	...	...	...	...	...	23,915	5,176	29,091
68,375	1,922	70,297	80,365	2,197	82,562	39,472	7,665	47,137

GENERAL

STAGES FOR INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENERAL

Class of Schools.	LOWER PRI					
	COMPRISING ALL PUPILS WHO HAVE NOT PASSED BEYOND THE					
	Reading Printed Books.			*Not Reading Printed Books.*		
	Males.	Females.	Total.	Females.	Males.	Total.
1	16	17	18	19	20	21
SECONDARY SCHOOLS.						
For Males.						
Government ... English ...	1,546	...	1,546	...	...	...
Government ... Vernacular ...	...	...	...	...	...	...
Local Fund ... English ...	5,006	...	5,006	...	...	...
Local Fund ... Vernacular ..	36,768	6	36,774	...	...	...
Municipal Fund ... English ...	4,640	...	4,640	...	...	...
Municipal Fund ... Vernacular ...	1,249	...	1,249	22	...	22
Aided ... English ...	16,804	14	16,818	...	...	...
Aided ... Vernacular ...	450	...	450	...	...	...
Unaided ... English ...	2,412	...	2,412	...	...	...
Unaided ... Vernacular ...	71	...	71	...	...	...
Total ...	68,946	20	68,966	22	...	22
For Females.						
Government ... English ...	76	340	416	...	136	136
Government ... Vernacular ...	...	...	...	...	...	...
Local Fund ... English ...	...	313	313	...	...	...
Local Fund ... Vernacular ...	...	262	262	...	...	...
Municipal Fund ... English ...	...	24	24	...	...	...
Municipal Fund ... Vernacular ...	7	1,698	1,705	...	...	...
Aided ... English ...	213	1,705	1,918	...	10	10
Aided ... Vernacular ...	26	4,150	4,176	...	...	...
Unaided ... English ...	...	75	75	...	...	...
Unaided ... Vernacular ...	...	...	...	...	...	...
Total ...	322	8,567	8,889	...	146	146
TOTAL SECONDARY SCHOOLS ...	69,268	8,587	77,855	22	146	168
PRIMARY SCHOOLS.						
For Males.						
Government	874	...	874	...	...	...
Local Fund	1,50,512	127	1,50,639	...	...	...
Municipal Fund	9,689	5	9,694	...	...	...
Aided	38,259	729	38,988	...	...	...
Unaided	4,116	171	4,287	...	...	...
Total ...	2,03,450	1,032	2,04,482	...	...	...
For Females.						
Government	...	110	110	...	...	...
Local Fund	31	15,410	15,441	...	...	...
Municipal Fund	...	10,418	10,418	...	...	...
Aided	212	12,865	13,077	...	...	...
Unaided	33	1,607	1,640	...	...	...
Total ..	276	40,410	40,686	...	...	...
TOTAL PRIMARY SCHOOLS ...	2,03,726	41,442	2,45,168	...	...	...

TABLE V—CONCLUDED.

EDUCATION IN THE PUNJAB AT THE END OF OFFICIAL YE. R 1919-20—CONCLUDED.

MARY STAGE.									
LOWER PRIMARY STAGE.			TOTAL PRIMARY STAGE.			GRAND TOTAL.			
Total.									
Males.	Females	Total.	Males	Females.	Total.	Males.	Females.	Total.	REMARKS.
22	23	24	25	26	27	28	29	30	31
1,546	...	1,546	2,183	...	2,183	11,301	...	11,301	
...	...	...	...	...	...	...	...	...	
5,006	...	5,006	6,259	...	6,259	14 521	...	14,521	
36,768	6	36,774	43,223	6	43,229	59 743	6	59,749	
4,640	...	4,640	5,995	...	5,995	12,26	...	12,26C	
1,271	...	1,271	1,556	...	1 556	2,313	...	2,313	
16,804	14	16,818	21,443	18	21,461	52,054	23	52,077	
450	...	450	563	...	563	908	...	908	
2,412	...	2,412	3,161	...	3,161	11,007	...	11,007	
71	...	71	100	...	100	134	...	134	
68,963	20	68,988	84,483	24	84,507	1,64.841	29	1,64,870	
76	476	552	76	658	734	70	923	999	
...	...	...	...	...	...	...	...	...	
...	313	313	...	346	346	...	398	398	
...	262	262	...	398	398	...	483	483	
...	24	24	...	39	39	...	48	48	
7	1,698	1,705	7	2,339	2,346	7	2,704	2,711	
213	1,715	1,928	251	2,280	2,531	258	3,164	3,422	
26	4,150	4,176	30	5,013	5,043	30	5,476	5,506	
...	75	75	...	125	125	...	194	194	
...	...	...	...	...	...	...	...	...	
322	8,713	9,035	364	11,198	11,562	371	13,390	13,761	
69,290	8,733	78,023	84,847	11,222	96,069	1,65,212	13,419	1,78,631	
874	...	874	1,080	...	1,080	1,080	...	1,080	
1,50,512	127	1,50,639	1,68,241	128	1,68,369	1,68,241	128	1,68,369	
9,689	5	9,694	10,991	5	10,996	10,991	5	10,996	
38,259	729	38,988	42,843	737	43,580	42,843	737	43,580	
4,116	171	4,287	4,258	171	4,429	4,258	171	4,429	
2,03,450	1,032	2,04,482	2,27,363	1,041	2,28,404	2,27,363	1,041	2,28,404	
...	110	110	...	110	110	...	110	110	
31	15,410	15,441	33	17,621	17,654	33	17,621	17,654	
...	10,418	10,418	...	11,605	11,605	...	11,605	11,605	
212	12,865	13,077	212	14,561	14,773	212	14,561	14,773	
33	1,607	1,640	33	1,680	1,713	33	1,680	1,713	
276	40,410	40,686	278	45,577	45,855	278	45,577	45,855	
2,03,726	41,442	2,45 168	2,27,641	46,618	2,74,259	2,27,641	46,618	2,74,259	
2,73,016	50,175	3,23,191	3,12,488	57,840	3,70,328	3,92,853	60,037	4,52,890	

TABLE SHOWING THE NUMBER OF PUPILS IN EACH STAGE OF

				Europeans and Anglo-Indians.	Indian Christians.	Hindus.	
						Brahmans.	Non Brahmans
1				2	3	4	5
College stage ...	Males	...	...	28	68	508	3,114
	Females	...	...	27	23	2	12
High stage ...	Males	...	...	112	101	1,318	5,459
	Females	...	...	139	41	13	50
Middle stage ...	Males ...	Upper	...	417	223	2,815	9,404
		Lower	...	...	391	4,869	16,161
	Females	...	...	459	284	83	593
Upper Primary stage	Males	...	...	274	580	3,879	13,673
	Females	...	...	341	324	684	3,378
Lower Primary stage	Males	...	...	556	3,308	21,959	87,019
	Females	...	...	630	1,421	3,899	22,481
Special schools ...	Males	...	...	...	153	389	1,014
	Females	...	...	60	620	21	101
Private institutions	Males	...	...	29	232	3,044	9,680
	Females	...	...	38	28	209	1,118
GRAND TOTAL ...	MALES	...	...	1,411	5,056	38,781	145,524
	FEMALES	...	...	1,694	2,741	4,911	27,732
	TOTAL	...	...	3,105	7,797	43,692	173,257

TABLE V-A.

INSTRUCTION, CLASSIFIED ACCORDING TO SEX, RACE OR CREED.

Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.	Total of columns 1 to 10.	Depressed classes.	Total of columns 11-12.	Remarks.
6	7	8	9	10	11	12	13	14
945	1,397	1	3	6	6,065	...	6,065	
1	1	...	1	...	67	...	67	
2,018	2,971	...	7	2	11,988	2	11,990	
26	3	...	2	1	275	...	275	
3,924	7,291	...	7	6	24,087	19	24,106	
7,521	15,212	3	9	27	44,193	76	44,269	
223	272	...	6	2	1,922	...	1,922	
6,153	14,614	3	6	107	39,289	183	39,472	
1,095	1,824	...	5	7	7,658	7	7,665	
36,062	121,409	12	13	826	271,164	1,852	273,016	
3,191	13,330	1	12	86	50,051	124	50,175	
509	2,089	...	4	41	4,199	60	4,259	
41	138	10	...	...	991	...	991	
3,738	23,886	3	...	226	40,838	19	40,857	
465	10,982	...	...	20	12,860	...	12,860	
60,870	188,869	22	49	1,241	441,823	2,211	444,034	
10,042	26,550	11	26	116	73,824	131	73,955	
70,912	215,419	33	75	1,357	515,647	2,342	517,989	

RESULTS OF THE PRESCRIBED EXAMINATIONS

Nature of Examination.		Number of Institutions sending Examinees				Number of Examinees.				
		Institutions under Public management.	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.
1		2	3	4	5	6	7	8	9	10
Arts Colleges										
Doctor of Philosophy	Males	..	...	...	...		...	...	...	..
	Females	...	...	...	..	.	...	...	..	...
Dotor of Science	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	..	...	...
Master of Arts	Males	1	3	2	6	25	34	20	17	96
	Females	...	...	...	...	...	...		...	...
Master of Science	Males	1	1	...	2	14	7	...	3	24
	Females	...	...	...	...		..		...	...
Bachelor of Arts (Honours.)	Males	1	5	3	9	25	32	31	2	90
	Females	...	1	...	1	...	1	...	...	1
Bachelor of Arts (Pass)	Males	1	5	3	9	104	365	397	245	1,111
	Females	...	1	.	1	...	7	...	...	7
Bachelor of Science (Honours.)	Males	1	2	1	4	10	21	1	..	32
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Science (Pass)	Males	1	2	2	5	19	60	6	7	92
	Females	...	...	...	...	...	...	...	...	...
Intermediate in Arts	Males	1	6	4	11	36	272	415	132	855
	Females	...	1	...	1	...	10	...	.	10
Intermediate in Science	Males	1	4	2	7	89	239	160	43	531
	Females	...	...	...	...	...	...	.	...	...
Oriental Colleges.										
Master of Oriental Learning.	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Bachelor of Oriental Learning.	Males	...	...	...	...	...	...	...	...	..
	Females	...	...	...	...	...	...	...	...	...
Intermediate, Oriental Faculty.	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Title examinations conducted by Universities or taken by students from institutions of Collegiate grade. — Sanskrit	Males	1	...	..	1	20	...	...	435	455
	Females	...	...	...	...	...	...	...	6	6
Arabic	Males	1	...	...	1	11	...	...	30	41
	Females	...	...	...	...	...	...	...	..	...
Persian	Males	1	...	...	1	9	...	...	153	162
	Females	...	..	...	...	...	...	...	...	...
Punjabi	Males	1	...	...	1	4	...	...	63	67
	Females	...	...	...	...	..	...	...	...	...
Hindi	Males	...	...	...	...	...	...	...	23	23
	Females	...	...	...	...	...	...	...	16	16
Urdu	Males	...	...	...	...	...	...	...	15	15
	Females	...	...	...	...	...	...	...	..	...
Pashto	Males	...	...	...	...	...	...	...	1	1
	Females		...	.	...	.	...	...	...	...

TABLE VI.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1919-20.

Number passed.					Race or creed of passed scholars.								
							Hindus.						
Institutions under Public management.	Aided institutions	Other institutions	Private students.	Total.	European and Anglo-Indians.	Indian Christians.	Brahmans.	Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	...	...	...	...	..	...	...	...	...	...	...
...	.	...	...	...	...	...	.		...	...	...	...	...
..	...	...	...	...	...	...		...	...	...	...	...	...
...	...	...	...	...	...	...			...	...	...	...	...
21	26	14	9	70	...	2	9	38	2	19	...	...	...
...		.		...	...	.	...	..	...	...	..	...	...
10	7	...	2	19	...	1	1	14	3	...	...	...	...
...	..	...	...		...	...	...	...	...	...	...	...	...
21	23	24	2	70	...	...	4	44	8	14	...	...	...
..	1	...	...	1	...	1	.	..	..	...	...	...	
67	237	250	107	661	...	5	73	386	63	134	...	...	...
...	5	...	...	5	...	2		1	1	...	...	1	...
8	21	1	...	30	...	..	2	18	4	6	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
13	43	6	4	66	..	1	5	38	8	14	...	...	...
26	186	309	81	602	...	11	74	354	51	112	...	...	...
...	10	...	...	10	...	7	...	3	...	...	...	...	...
58	119	95	18	290	...	3	28	148	66	45	...	...	...
...	...		...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	.	...	...	...	..	...	...
...	...	...	...	...	...	...		...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	.	...	...	...	...		..	...	...	...	...	..
13	...	...	220	233	...	...	179	54	...	...	...	...	...
...	.	...	4	4	...	...		4	...	...	..	...	...
8	...	...	15	23	...	...	...	1	...	22	...	...	...
...	...	...	...	...	...	...	...	...	...	.	...	...	...
7	...	...	116	123	...	2	3	11	1	106	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	...	...	34	36	...	...	1	...	35	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	9	9	...	...	4	5	...	...	...	...	...
...	...	...	10	10	...	...	6	3	1	..	...	...	...
...	...	...	10	10	...	...	1	1	1	7	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	1	1	...	...	...	...	...	1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...

RESULTS OF THE PRESCRIBED EXAMINATIONS

Nature of Examination.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institutions under Public management.	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.
1		2	3	4	5	6	7	8	9	10
Colleges for professional training.										
Law.										
Doctor of Law ...	Males ...	...	...	...	...	...	...	...	...	...
	Females...	...	...	...	...	...	...	...	...	...
Master of Law ...	Males ...	...	...	...	...	...	...	...	...	...
	Females...	...	...	...	...	...	...	...	...	...
Bachelor of Law ...	Males ...	1	...	...	1	195	...	...	128	323
	Females...	...	...		...	...	...	...	..	...
Medicine.										
Doctor of Medicine or Surgery.	Males ...	...	...	...	...	...	...	...	3	3
	Females...	...	...	...	...	...	...	...	...	...
Doctor of Hygiene ...	Males ...	...	...	...	...	...	...	...	...	...
	Females...	...	...	...	...	...	...	...	...	...
Master of Surgery ...	Males ...	...	...	...	...	...	...	...	...	...
	Females...	...	...	...	...	...	...	...	...	...
Master of Obstetics ...	Males ...	...	...	...	...	...	...	...	...	...
	Females...	...	...	...	...	...	...	...	...	...
Bachelor of Medicine or Surgery.	Males ...	1	...	...	1	50	...	...	...	50
	Females...	...	...	...	...	...	...	...	...	...
Bachelor of Hygiene ...	Males ...	...	...	...	...	...	...	...	...	...
	Females...	...	...	...	...	...	...	...	...	...
Bachelor of Sanitary Science.	Males ...	...	...	...	...	...	...	...	...	...
	Females...	...	...	...	...	...	...	...	...	...
Licentiate of Medicine and Surgery.	Males ...	...	...	...	...	...	...	...	...	...
	Females...	...	...	...	...	...	...	...	...	...
Engineering.										
Master of Civil Engineering.	Males ...	...	...	...	...	...	...	...	...	...
	Females...	...	...	...	...	...	...	...	...	...
Bachelor of Civil Engineering.	Males ...	...	...	...	...	...	...	...	...	...
	Females...	...	...	...	...	...	...	...	...	...
Licentiate of Civil Engineering.	Males ...	...	...	...	...	...	...	...	...	...
	Females...	...	...	...	...	...	...	...	...	...
Examinations not conducted by Universities for—										
Civil Engineers ...	Males ...	...	...	...	...	...	...	...	...	...
	Females...	...	...	...	...	...	...	...	...	...
Electrical Engineers ...	Males ...	...	...	...	...	...	...	...	...	...
	Females .	...	...	...	...	...	...	...	...	...
Upper Subordinates ...	Males ...	...	...	...	...	...	...	...	...	...
	Females...	...	...	...	...	...	...	...	...	...
Lower Subordinates ,,	Males ...	...	...	...	...	...	...	...	...	...
	Females									

TABLE VI—continued.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1919-20—*continued.*

Number passed.					Race or creed of passed scholars.								
Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.	European and Anglo-Indians.	Indian Christians.	Hindus.		Sikhs.	Muhammadans.	Buddhists.	Parsis.	Others.
							Brahmans.	Non-Brahmans.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...	...
143	...	...	122	265	...	...	19	180	21	44	1	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	2	2	...	...	...	1	...	1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
40	...	...	...	40	...	...	2	22	11	4	1	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...

RESULTS OF THE PRESCRIBED EXAMINATIONS

Nature of Examination.		Number of Institutions sending Examinees.				Number of Examinees.				
		Institutions under Public management.	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.
1		2	3	4	5	6	7	8	9	10
Examinations not conducted by Universities for—*concluded.*										
Teaching.										
Post-graduate degrees or licenses.	Males	1	...	...	1	51	...	...	1	52
	Females	...	...	...	...	...	...	...	...	...
Under-graduate licenses or diplomas.	Males	2	1	...	3	76	15	...	45	136
	Females	1	2	...	3	2	24	...	6	32
Agriculture.										
Master of Agriculture	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	..	...	...
Bachelor of Agriculture	Males	...	...	..	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
First Examination in Agriculture.	Males	1	...	...	1	29	...	...	...	29
	Females	...	...	...	...	...	...	..	...	...
Veterinary Examinations	Males	1	...	...	1	85	...	...	...	85
	Females	...	...	...	...	...	..	...	...	...
Commercial Examinations	Males	1	...	...	1	17	...	...	2	19
	Females	...	...	...	...	...	...	...	...	...
Schools for General Education										
Matriculation ..	Males	28	115	17	160	1,189	3,855	641	491	5,676
	Females	...	7	...	7	...	35	...	...	35
School final or leaving certificate	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
"B" Final examination	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
High school examination for Europeans.	Males	2	1	...	3	21	7	...	...	28
	Females	2	5	...	7	12	39	...	...	51
Cambridge senior examination.	Males	...	2	...	2	...	4	...	38	42
	Females	...	2	...	2	...	4	...	...	4
Cambridge junior examination.	Males	...	2	...	2	...	22	...	1	23
	Females	...	2	...	2	...	7	...	...	7
Cambridge preliminary examination.	Males	...	1	...	1	...	12	..	...	12
	Females	...	2	...	2	...	8	...	...	8
Vernacular High examination.	Males	..	..	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Anglo-vernacular middle examination.	Males	..	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...	...	...
Vernacular Final examination.	Males	158	11	4	173	3,004	70	23	199	3,296
	Females	22	32	...	54	148	181	...	123	452
Middle examination for Europeans.	Males	2	5	...	7	36	43	...	...	79
	Females	2	13	...	15	17	75	...	...	92
Upper primary examination	Males	...	...	...	...	...	...	...	...	...
	Females	...	...	...	...	...	...	...		

TABLE VI—CONTINUED.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1919-20 —*continued.*

NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS									
Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.	European and Anglo-Indians.	Indian Christians.	*Hindus.* Brahmans.	*Hindus.* Non-Brahmans.	Sikhs.	Muhammadans.	Buddhists.	Parsis	Others.	Rem
11	12	13	14	15	16	17	18	19	20	21	22	23	24	
47	...	...	1	48	...	1	3	21	11	12	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
74	13	...	27	113	7	2	9	40	18	37	...	...	...	
2	24	..	4	30	21	9	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	..	
...	..	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	..	.	...	...	...	...	...	
27	..	...	...	27	...	...	1	6	10	10	...	...	...	
...	...	..	...	...	...	...	...	...	..	...	...	...	...	
78	.	...	...	78	..	...	...	21	14	43	...	...	...	
...	...	..	...	...	...	...	...	...	...	...	..	...	...	
16	...	...	...	16	...	...	2	6	2	6	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	..	...	...	
863	2,381	469	222	3,935	...	29	470	1,880	648	906	...	2	...	
...	18	..	...	18	...	8	2	5	3	...	...	...	...	
...	..	.	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	.	...	...	...	...	...	...	...	...	...	...	...	...	
17	6	...	...	23	22	...	...	...	...	...	...	1	...	Inc
10	32	...	...	42	41	...	...	1	...	...	...	...	...	
..	1	...	7	8	1	...	...	7	...	...	...	...	...	
...	...	...	...	..	...	...	...	...	...	...	...	...	...	
...	15	...	...	15	13	...	...	1	...	1	...	...	...	
...	4	...	...	4	4	...	...	...	...	...	...	...	...	
...	6	...	...	6	6	...	...	...	...	...	...	...	...	
...	4	...	...	4	4	...	...	...	...	...	...	...	...	
...	...	...	..	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
2,196	51	6	91	2,344	...	19	360	754	394	317	...	...	...	
93	122	...	60	278	...	45	5	116	48	64	...	...	...	
33	32	...	...	64	60	1	...	2		1	...	...	...	In
15	69	...	...	84	82	1		...	...	...	...	1	...	
...	...	...	.	...	.	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	..	

GENERAL

RESULTS OF THE PRESCRIBED EXAMINATIONS

Nature of examinations.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public management	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
School for Special Instruction.									
Training school examination for masters—									
Secondary	6	...	...	6	236	...	...	10	246
Primary.	15	3	...	18	923	77	...	125	1,125
Training school examination for mistresses—									
Secondary	2	2	...	4	27	11	..	7	45
Primary	6	2	...	8	85	8	..	8	101
Teachers' examination for those who are not students of a training school. Males ...	...	...	...	...	...	...	...	...	...
Females...	...	...	...	...	...	...	...	...	...
School of Arts examination. Males ...	1	...	...	1	27	...	...	...	27
Females...	...	...	...	...	...	...	...	...	...
Engineering school examination. Males ...	1	...	...	1	38	...	...	...	38
Females...	...	...	...	...	...	...	...	...	...
Examination in Surveying Males ...	...	...	...	...	...	...	...	...	...
Females .	...	...	...	...	...	...	...	...	...
Industrial school examination. Males ...	8	...	...	8	50	...	...	...	50
Females...	...		...	...	...	...	...	...	..
Commercial school examination. Males ...	...	...	...	...	...	...		...	...
Females ..	...	...	...	...	...	...	...	...	...
Agricultural school examination. Males ...	1	..	...	1	38	...	...	...	38
Females...	...	...	...	...	...	...	...	...	..
Title or other Oriental examination conducted by authorities other than Universities or taken by students in institutions of non-collegiate grade. Sanskrit Males ...	.	...	...	...	...	..	...	...	...
Females ..	...	...	...	...	...	...	...	...	...
Arabic Males ...	...	...	...	...	...	...	..	..	...
Females ..	...	..	...	...	...	..	...	...	...
Persian. Males ...	...	...	...	...	...	...	...	...	...
Females...	..	...	...	...	...	...	.	...	...
Pali Males ...	...	...	...	...	...	...	...	...	...
Females...	...	..	...	..	...	...	...	...	...
Other school examination Males ...	...	...	.	...	...	...	...	...	...
Females...	.	...	...	...	...	...	...	...	...
Medical examinations.									
M. P. L. Diploma ... Males ...	1	...	...	1	77	...	...	...	77
Females...	...	1	...	1	...	17	...	...	17
Female certificate class diploma ...	...	1	...	1	...	6	...	...	6
Midwife diploma	...		...	...	...	...	...	...	...
Dais diploma...	...	...	...	...	...	...	...	...	...

TABLE VI—CONCLUDED.

IN THE PUNJAB DURING THE OFFICIAL YEAR 1919-20—*concluded.*

NUMBER PASSED					RACE OR CREED OF PASSED SCHOLARS.							
Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.	European and Anglo-Indians.	Indian Christians.	*Hindus.*		Sikhs.	Muhammadans.	Buddhists.	Parsis.
							Brahmans.	Non-Brahmans.				
11	12	13	14	15	16	17	18	19	20	21	22	23
204			3	207		3	40	56	19	89	..	...
736	48	..	54	838	...	12	169	216	66	375	...	...
14	7	...	3	24	...	8	1	7	...	8	...	...
58	7	...	5	63	...	5	2	22	9	25	..	...
...	...	...	...	...	...	...	...	..	...	...	...	...
...	...	...		...	...	...	...	...	...	...	...	...
24	...	...	...	24	...	...	...	5	5	14	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
35	...		...	35	...	...	5	16	5	9	...	...
...	...	...	...		...	...	.	...	...	-	...	...
...	...	...	...	...	...	...	...	.	...	...	...	...
34	...	...	...	34	...	...	2	5	2	25	...	...
..	...	...	-	...	...	...	...	...	...	..	...	...
...	...	...	...	...	..	...	...	...	...	...	...	
...	...	...	-		..	...	...	...	...	...	...	...
32	...	...	..	32	...	...	2	10	12	8	...	..
...	...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...		...	..	...
...	-	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
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...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	-	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	-	...
62	...	...	...	62	...	...	4	23	18	17	...	
...	14	...	...	14	...	14	...	...	...	...	...	...
...	6	...	...	6	...	6	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	-	...	...	...	...	...	...	...	...	...

GENERAL

RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MU
FOR THE OFFICIAL

Objects of Expenditure.	Expenditure of: In Institutions: Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.
1	2	3	4	5	6
University Education.					Rs.
Arts Colleges.					
English ... for males ...	...	...	...	...	...
... for females...	...	...	...	...	...
Oriental ... for males ...	...	...	...	...	...
... for females...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.					
Law ... for males ...	...	...	...	...	...
... for females ..	...	...	...	...	...
Medicine ... for males ..	...	...	...	...	...
... for females...	...	...	.	...	...
Engineering for males ...	...	...	...	..	...
.. for females...	...	...	..	...	...
Teaching for males ..	...	...	...	...	...
... for females...	...	...	..	...	...
Agriculture for males ...	...	...	...	...	...
... for females...	...	...	. .	...	...
Total ...	...	...	...	...	...
School Education, General.					
Secondary Schools.					
High Schools for males	11	3,561	3,562	3 523	7,725
Middle Schools for males. English ...	42	10,960	10,774	9,273	20,220
Vernacular...	469	59,749	58,723	50,659	3,86,075
High Schools for females ...	...	...	...	...	...
Middle Schools for females. English	1	398	341	265	2,916
Vernacular...	5	483	455	324	6,750
Total ...	528	75,151	73,855	63,844	4,23,686
Primary Schools.					
For males	3,934	168,369	151,510	1,31,049	9,90,504
For females	474	17,654	16,921	14,232	90,069
Total ...	4,408	186,023	168,431	145,281	10,80,573

TABLE VII.[9]

NICIPAL EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB YEAR 1919-20.

LOCAL BOARDS ON PUBLIC INSTRUCTION.

MANAGED BY LOCAL BOARDS.						IN INSTITUTIONS MANAGED BY			Total Local Boards' Expenditure on Public Instruction.
Local Funds.	Municipal grants.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Government.	Municipal Boards.	Private persons or Associations.	
7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	..	...	...	300	3(
...	...	...	...	...	...	...	..	...	...
...	..	...	...	...	...	...	...	...	...
...	...	.	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1,393	...	...	1,3
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1,393	...	300	1,6
44,293	3,371	67,162	1,106	2,771	1,26,428	...	5,753	18,089	68,1
56,382	17,630	1,33,915	3,899	2,614	2,34,660	...	7,272	15,202	78,8
2,04,673	7,679	1,15,424	2,261	24 766	7,40,878	...	4,960	2,918	2,12,5
...	...	...	.	...	...	...	..	...	...
7,045	...	...	...	...	9,961	...	...	886	7,9
6,164	...	...	...	...	12,914	...	...	3,435	9,5
3,18,557	28,680	3,16,501	7,266	30,151	11,24,841	...	17,985	40,530	3,77,0
4,94,335	1,165	69,479	2,731	3,770	15,61,984	...	683	41,035	5,36,0
1,09,758	556	7	60	120	2,00,570	...	762	14,439	1,24,9

GENERAL

RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MUNICI- OFFICIAL

Objects of Expenditure.	EXPENDITURE OF				
	In Institutions				
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants.
1	2	3	4	5	6
School Education, Special.					Rs.
Training Schools ... for males ...	1	28	26	23	300
Training Schools ... for females ..	1	20	20	20	...
Schools of Arts .. for males ...	...	...	...	...	...
Schools of Arts .. for females...	..	...	...	...	...
Law Schools ... for males	...	.	...	...	...
Law Schools ... for females...	...	...	...	...	...
Medical Schools ... for males ...	...	...	...	...	...
Medical Schools ... for females...	...	...	...	...	...
Engineering and Surveying Schools. for males ...	...	...	...	...	...
Engineering and Surveying Schools. for females ..	...	...	...	...	
Technical and Industrial Schools. for males ...	10	802	741	668	10,118
Technical and Industrial Schools. for females...	...			...	...
Commercial Schools ... for males ...	...	...	...	...	..
Commercial Schools ... for females ..	...	.	...	...	...
Agricultural Schools... for males ...	...	...	...	...	...
Agricultural Schools... for females ..	...	...	..	...	...
Other Schools .. for males ...	...	...	...	...	...
Other Schools .. for females ..	...	...	...	...	...
Total ...	12	850	787	711	10,418
Total Direct Expenditure ...	4,948	262,024	243,073	209,836	15,14,677
Buildings, furniture and apparatus...	...	.	.	...	1,88,891
University	...		...	...	..
Inspection	...	...	...	...	...
Scholarships held in—					
Arts Colleges ..	...	...	...	...	..
Medical Colleges	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...
Secondary Schools	...	...	...	...	...
Primary Schools	...	...	...	...	...
Medical Schools	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...
Other Special Schools ...	...	...	...	.	...
Miscellaneous	...	...	...	...	...
Boarding Houses (Recurring Expenditure).	...	...	...	...	...
Total Indirect Expenditure ...	...	...	...	...	1,88,891
Total Expenditure on Public Instruction.	4,948	262,024	243,073	209,836	17,03,568

TABLE VII—CONTINUED.

PAL EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB, FOR THE YEAR 1919-20.

LOCAL BOARDS ON PUBLIC INSTRUCTION.

MANAGED BY LOCAL BOARDS.						IN INSTITUTIONS MANAGED BY			
Local Funds.	Municipal Grants.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Government.	Municipal Boards.	Private persons or Associations.	Total Local Boards' Expenditure on Public Instruction.
7	8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,336	...	...	...	...	2,636	3,005	...	...	5,341
1,057	...	...	...	...	1,057	1,623	...	104	2,784
...	...	...	...	...	...	...	...	...	...
...	..		...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...
23,392	1,560	1,064	527	...	36,661	...	...	220	23,612
...	...	...	...	...	...	...	...	3,722	3,722
...	...	...	...	..	...	...	...	..	...
...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...
26,785	1,560	1,064	527	...	40,354	4,628	...	4,046	35,459
9,49,435	31,961	3,87,051	10,584	34,041	29,27,749	16,021	19,430	1,00,350	10,75,236
3,42,459	...	...	...	55,880	5,87,230	...	1,748	799	3,45,006
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	89,943
...	...	...	...	...	...	...	..	...	1,687
...	...	...	...	...	...	...	...	...	549
...	...	...	...	...	...	...	...	...	5,210
...	...	...	..	...	...	...	...	...	90,495
...	...	...	...	...	...	...	...	...	188
...	...	...	...	...	...	...	...	...	507
...	...	...	...	...	...	...	...	...	5,049
...	...	...	...	...	...	...	...	...	2,886
...	...	...	...	...	...	...	...	...	53,800
...	...	...	...	...	...	..	...	...	57,589
3,42,459	...	...	...	55,880	5,87,230	...	1,748	799	6,52,909
12,91,894	31,961	3,87,051	10,584	89,921	35,14,979	6,021	21,178	1,01,149	17,28,145

RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MU
FOR THE OFFICIAL

Objects of Expenditure.	EXPENDITURE OF					
	In Institutions managed					
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during year.	Average daily attendance.	Provincial Grants.	Municipal rates
1	2	3	4	5	6	7
University Education.					Rs.	Rs
Arts Colleges.						
English ... for males	...	...	...	..	...	...
English ... for females	...	...	...	...	...	..
Oriental ... for males	..	...		...	...	..
Oriental ... for females	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.						
Law ... for males	...	..	...	...	...	..
Law ... for females	...	..	...	...	...	...
Medicine ... for males	...	...	...	...	...	...
Medicine ... for females	...	...	...	...	...	...
Engineering ... for males	...	...	...	...	...	...
Engineering ... for females	...	..	...	...	...	...
Teaching ... for males	...	...	...	...	...	...
Teaching ... for females	...	...	...	...	...	...
Agriculture ... for males	...	...	...	..	...	...
Agriculture ... for females	...	...	...	...	...	...
Total ...	...	...	...	...	..	..
School Education, General.						
Secondary Schools.						
High Schools for males ...	15	5,347	5,279	4,378	15,216	52,484
Middle Schools for males. English ...	30	6,913	6,788	5,854	19,211	65,707
Middle Schools for males. Vernacular...	15	2,313	2,323	1,813	17,095	6,934
High Schools for females ...	...	...	...	...	...	...
Middle Schools for females. English ...	1	48	48	44	853	1,517
Middle Schools for females. Vernacular...	19	2,711	2,685	2,088	18,056	38,591
Total ...	80	17,332	17,123	14,177	70,431	1,65,233
Primary Schools.						
For males	120	10,996	10,416	8,806	46,780	68,068
For females	185	11,605	11,099	8,536	41,835	85,845
Total ...	305	22,601	21,515	17,342	88,615	1,53,913

TABLE VII—CONTINUED.

NICIPAL EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB
YEAR 1919-20.

MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.										
BY MUNICIPAL BOARDS.					IN INSTITUTIONS MANAGED BY					
Local Boards' Grants.	Fees.	Endowments	Subscription and other sources.	Total	Government.	Local Funds.	Private persons or association.	Total Municipal Expenditure on Public Instruction.	Total expenditure of Local and Municipal Boards on Public Instruction.	REMARKS.
8	9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	..	...	...	1,017	1,017	1,317	
...	...	.	...	...	...	...	...	...	...	
...	...	. .	...	...	...	...	...	..	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	.	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	116	...	...	116	1,509	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	116	...	1,017	1,133	2,826	
5,753	95,276	123	7,072	1,75,924	362	3,371	73,942	1,30,159	1,98,294	
7,272	70,757	11,78	1,504	1,65,629	...	17,630	18,005	1,01,342	1,80,198	
4,960	9,195	39	829	39,052	...	7,679	500	15,113	2,27,664	
. .	...	...	...	...	...	...	6,653	6,653	6,653	
..	...	..	..	2,370	...	..	5,178	6,695	14,626	
...	12	141	...	56,800	...	...	15,215	53,806	63,405	
17,985	1,75,240	1,481	9,405	4,39,775	362	28,680	1,19,493	3,13,768	6,90,840	
683	11,677	230	...	1,27,438	...	1,165	22,436	91,669	6,27,722	
762	...	14	325	1,28,781	...	556	22,905	1,09,306	2,34,265	
1,445	11,677	244	325	2,56,219	...	1,721	45,341	2,00,975	8,61,987	

RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MUNI
OFFICIAL

Objects of Expenditure.	EXPENDITURE OF					
	In institutions					
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Grants	Municipal rates.
1	2	3	4	5	6	7
School Education, Special.					Rs.	Rs.
Training Schools ... { for males ... / for females...	...	...	...	...	...	...
	1	1	2	3	...	2,688
Schools of Arts ... { for males ... / for females...	...	...	...	...	...	...
	...	...	...	...	...	...
Law Schools ... { for males ... / for females...	...	...	...	...	...	...
	...	...	...	...	...	...
Medical Schools ... { for males ... / for females...	...	...	...	...	...	...
	...	...	...	...	...	...
Engineering and Surveying Schools. { for males ... / for females...	...	...	...	...	...	...
	...	...	...	...	...	...
Technical and Industrial Schools. { for males ... / for females...	9	736	73	598	8,948	21,897
	...	...	...	...	...	...
Commercial Schools ... { for males ... / for females...	...	...	...	...	...	...
	...	...	...	...	...	...
Agricultural Schools... { for males ... / for females...	...	...	...	...	...	...
	...	...	...	...	...	...
Other Schools ... { for males ... / for females...	...	...	...	...	...	...
	...	...	...	...	...	...
Total ...	10	737	741	601	8,948	24,585
Total Direct Expenditure ...	395	40,670	39,379	32,120	1,67,994	3,43,731
Buildings, furniture and apparatus.	...	...	...	...	286	80,801
University	...	...	...	...	...	...
Inspection	...	...	...	...	...	...
Scholarships held in—						
Arts Colleges	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...
Other Professional Colleges ...	...	...	...	...	...	...
Secondary Schools		...	...	...	...	...
Primary Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...
Boarding Houses (Recurring Expenditure).	...	...	...	...	...	...
Total Indirect Expenditure ...	...	...	...	...	286	80,801
Total Expenditure on Public Instruction.	395	40,670	39,379	32,120	1,68,280	4,24,532

TABLE VII—CONCLUDED.

CIPAL EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB, FOR ' YEAR 1919-20 - CONCLUDED.

MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.

MANAGED BY MUNICIPAL BOARDS.					IN INSTITUTIONS MANAGED BY				
Local Boards' Grants.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Government.	Local Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total expenditure of Local and Municipal Boards on Public Instruction.
8	9	10	11	12	13	14	15	16	17
Rs	Rs.	Rs.	Rs	Re.	Rs.	Rs	Rs	Rs.	Rs.
.	..	..		..	...	..	...	.	
.	..	..	.	2,688	1,371	.	...	4,059	5,34
...			..	..	..	...	..	..	6,84
.	...	.	..	..	...	...	..	..	. .
.	...	..	..	...	..	.	...	..	...
..	...	.	...	..	...	.	...	...	...
...	..	...	...	..	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...
...	...	...	...	..	..	...	..	...	...
..	443	123	706	32,117	...	1,560	1 570	25,027	48,68
..	...	...	...	...	...	...	...	...	3,722
...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	..	...	...
...	...	...	...	...	..	...	...	...	...
...	..	...	...	...	...	..	...	...	...
..	...	...	...	...	...	...	...	...	...
...	443	123	706	34,805	1,371	1,560	1,570	29,086	64,545
19,430	1,87 3 0	1,848	10,436	7,30,799	1.849	31,961	1,67,421	5,44,962	16,20,198
1,748	...	..	...	82,785	797	...	...	81,598	4,26,604
...	...	...	...	...	..	...	...	..	
...	...	...	...	...	.	...	...	11,188	1,01,131
..	.	...	...	...	...	...	...	2,120	3,807
...	...	...	...	...	.	...	...	228	777
...	..	...	...	...	...			1,084	6,294
...	...	...	...	...	...	...	...	17,344	1,07,839
...	...	...	...	...	...	...	...	525	713
...	...	...	...	...	...	...	...	16	523
...	...	...	...	...	...	...	...	2,529	7,578
...	...	...	...	...	...	...	...	138	3,024
	...	...	...	...	...	...	...	18,089	71,889
					...	...	...	14,289	71,878
1,748		...	.	82,785	797	...	...	1,49,148	8,02,057
21,178	1,87,360	1,848	10,436	8,13,584	2,646	31,961	1,67,421	6.94,110	24,22,255

GENERAL TABLE VIII.

ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING HOUSES FOR THE OFFICIAL YEAR 1919-1920.

—	Number of		Number of boarders who are students of					Capital Expenditure from						Remarks.
	Hostels or Boarding Houses.	Boarders.	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Endowments.	Subscriptions and other sources.	Fees.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government—														
Males	61	4,683	316	726	2,274	2	1,365	35,926	...	...	...	1,736	37,662	
Females	9	570	...	...	475	18	77	...	...	...	...	...	...	
Managed by Local or Municipal Boards—														
Males	280	7,994	...	...	7,846	116	32	...	22,541	...	...	..	22,541	
Females	1	4	...	..	...	...	4	...	...	...	...	...	...	
Aided by Government or by Local or Municipal Boards—														
Males	110	6,977	271	18	6,342	189	157	6,610	...	10,894	14,124	2,143	33,771	
Females	33	1,927	...	27	1,721	62	117	...	...	2,223	...	...	2,223	
Unaided—														
Males	96	5,955	1,997	192	3,678	4	84	...	...	11,273	50,058	79	61,410	
Females	11	819	21	...	596	182	20	...	...	4,624	915	...	5,539	
Total { Males ...	547	25,609	2,584	936	20,140	311	1,638	42,536	22,541	22,167	64,182	3,958	1,55,384	
Total { Females ...	54	3,320	21	27	2,792	262	218	...	...	6,847	915	...	7,762	
Grand total ...	601	28,929	2,605	963	22,932	573	1,856	42,536	22,541	29,514	65,097	3,958	1,63,146	

GENERAL TABLE IX.

NUMBER AND QUALIFICATION OF TEACHERS IN THE PUNJAB FOR OFFICIAL YEAR 1919-20.

NUMBER AND QUALIFICATION OF TEACHERS IN THE PUNJAB

			(a) In Primary Schools.						(b) In Middle		
			Government.	Board	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.
I			2	3	4	5	6	7	8	9	10
In Schools for Indians.	Teachers for vernacular.	Trained ...	28	4,423	317	938	17	5,023	6	2.031	315
		Untrained ...	9	2,292	452	1,828	166	4,747	15	607	151
		Total ...	37	6,715	769	2,066	183	9,770	21	2,638	466
	Anglo-vernacular Teachers and Teachers of classical languages.	Trained ...	3	..	...	4	1	8	3	171	99
		Untrained ...	1	...	...	14	3	18	2	69	39
		Total ...	4	...		18	4	26	5	240	138
		Possessing a degree.	...	..		2	...	2	2	38	28
		Possessing no degree.	4	...		16	4	24	3	202	110
		Total ...	4	...	...	18	4	26	5	240	138
In Schools for Europeans.		Trained ...		...	...	6	...	6		...	...
		Untrained ...	...	.	..	6	...	6	..	...	...
		Total ...	...	...	..	12		12	...	...	...
		Possessing a degree.	...	...	...	...	...	...	...	...	...
		Possessing no degree.			...	12	...	12	...	...	...
		Total ..	...	..	..	12	...	12	...	..	...
	Grand Total of all Teachers ...		41	6,715	769	2,096	187	9,808	26	2,878	604

TABLE IX.

FOR THE OFFICIAL YEAR 1919-20.

Schools.			(c) In High Schools.						(d) In Colleges.						Grand Total.
Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	Government.	Board.	Municipal.	Aided.	Unaided.	Total.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
372	86	2,810	207	76	94	588	76	1,041	...	...	..	...	...	...	8,8
381	90	1,194	67	21	56	358	88	590	...	...	...	...	...	...	6,5
703	176	4,004	274	97	150	946	164	1,631	...	...	...	...	...	...	15,4
175	45	493	312	79	91	583	109	1,177	1	...	...	16	11	28	1,7
116	92	318	101	22	49	390	106	668	28	..	...	101	38	167	1,1
291	137	811	413	101	140	976	215	1,845	29	...	...	117	49	195	2,8
56	28	152	144	35	48	390	90	707	29	...	...	99	46	174	1,0
235	109	659	269	66	92	586	125	1,138	...	...	...	18	3	21	1,8
291	137	811	413	101	140	976	215	1,845	29	...	...	117	49	195	2,8
30	...	30	33	...	...	87	...	120	...	...	...	...	...	...	
19	...	19	6	...	...	34	...	40	...	...	...	...	...	...	
49	...	49	39	...	...	121	..	160	..		...	..	..	...	
3	...	3	2	...	...	13	...	15	..	..	...	...	...	..	
46	...	46	37	...	...	108	...	145	...	...	...	...	...	..	
49	...	49	39	...	...	121	...	160	...	...	...	...	...	...	
1,043	313	4,864	726	198	290	2,043	379	3,636	29	...	...	117	49	195	18

CLASSIFICATIONS OF PUPILS BY DEPARTMENTS

Ages.	School for General Education.							
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
1	2	3	4	5	6	7	8	9
Total ...	201,330	69,045	52,092	45,319	29,441	18,701	14,180	10,517

* Includes 28 pupils of the

TABLE X.

IN THE PUNJAB FOR 1919-20.

Arts Colleges.										Grand Total.	Remarks.
IX	X.	Total.	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year or Post Graduate Class.	Total.		
10	11	12	13	14	15	16	17	18	19	20	21
6,998	5,267	45 2,890	1,328	1,239	802	937	116	97	*4,604	457,494	

Oriental College, Lahore.

GENERAL TABLE XI.

STATEMENT SHOWING PARTICULARS OF MAKTABS, MULLA SCHOOLS AND PATHSHALAS IN THE PUNJAB FOR THE OFFICIAL YEAR 1919-20.

Particulars.	Classed in general table III as "primary schools."	Classed in general table III as "other schools."	Classed in general table III as "private institutions."	TOTAL.
1	2	3	4	5
MAKTABS.				
1. Institutions .. { For boys	719	13	485	1,217
{ For girls ...	78		129	207
2. Pupils .. { Boys ...	28,772	1,432	12,158	42,362
{ Girls ...	3,193		2,224	5,917
3. Expenditure from provincial funds	43,894	...	..	43,894
4. Expenditure from district or local funds ...	58,915		...	58,915
5. Expenditure from municipal funds	13,754	...	...	13,754
6. Fees	2,762	13,680	...	16,442
7. Other sources	29,139	43,702	...	72,841
8. Total expenditure	148,464	57,382	.	205,846
MULLA SCHOOLS.				
1. Institutions .. ... { For boys .	1	...	918	919
{ For girls	...	..	542	542
2. Pupils .. ... { Boys ..	60	...	17 1 1	17,201
{ Girls ...	...	...	9,136	9,136
3. Expenditure from provincial funds ...	...	...	...	...
4. Expenditure from district or local funds ...	..	..	...	..
5. Expenditure from municipal funds ...	256	...	...	256
6. Fees	...	...	...	..
7. Other sources ...	...	...	...	...
8. Total expenditure	256	...	...	256
PATHSHALAS.				
1. Institutions ... ... { For boys .	37	...	327	364
{ For girls ...	94	...	62	156
2 Pupils ... ... { Boys ...	1,823	...	9,620	11,443
{ Girls ...	3,378	...	1,245	4,623
3. Expenditure from provincial funds ...	9,431	...	...	9,431
4. Expenditure from district or local funds ...	8,514	...	...	8,514
5. Expenditure from municipal funds ...	6,268	...	...	6,268
6. Fees	480	...	...	480
7. Other sources	22,112	..	...	22,112
8. Total expenditure	46,805	...	...	46,805
OTHER SCHOOLS.				
1. Institutions ... ... { For boys ...	...	...	4	4
{ For girls ...	.	...	2	2
2. Pupils ... ... { Boys ...	...	...	79	79
{ Girls ...	..	...	15	15
3. Expenditure from provincial funds ...	...	...	...	...
4. Expenditure from district or local funds ...	...	...	...	...
5. Expenditure from municipal funds ...	...	..	...	...
6. Fees	...	...	...	...
7. Other sources	...	...	...	...
8. Total expenditure	...	...	...	...

GENERAL TABLE XII.

PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR MALE FOR T.
YEAR ENDING 31ST MARCH 1920.

PARTICULARS OF VERNACULAR PRIMARY SCHOOLS

—	—	NUMBER OF SCHOOLS.			
		Under Public Management.	Under Private Management.		
			Aided.	*Unaided.*	
		Primary.	Primary.	Primary.	Total.
1	2	3	4	5	6
1	Hissar	181	12	...	193
2	Rohtak	148	22	...	170
3	Gurgaon	120	42	6	168
4	Karnal	107	26	2	135
5	Ambala	167	45	5	217
6	Simla	18	3	1	22
	Total ...	741	150	14	905
7	Kangra	80	107	8	195
8	Hoshiarpur	196	64	1	261
9	Jullundur	142	43	2	187
10	Ludhiana	111	16	2	129
11	Ferozepore	182	23	1	206
	Total ...	711	253	14	978
12	Lahore	151	34	5	190
13	Amritsar	122	79	13	214
14	Gurdaspur	237	51	...	288
15	Sialkot	176	81	5	262
16	Gujranwala	139	24	3	166
17	Sheikhupura	80	15	6	105
	Total ...	905	288	32	1,225
18	Gujrat	127	57	6	190
19	Shahpur	184	22	11	217
20	Jhelum	78	49	12	139
21	Rawalpindi	106	27	1	134
22	Attock	127	4	1	132
23	Mianwali	84	25	10	119
	Total ...	706	184	41	931
24	Montgomery	110	5	3	118
25	Lyallpur	290	31	...	321
26	Jhang	93	28	...	121
27	Multan	265	10	...	275
28	Muzaffargarh	119	20	...	139
29	Dera Ghazi Khan	121	23	1	145
	Total ...	998	117	4	1,119
	Grand Total ...	4,061	992	105	5,158

TABLE XII.

FOR MALE FOR THE YEAR ENDING 31ST MARCH 1920.

NUMBER OF SCHOLARS				TOTAL EXPENDITURE (DIRECT AND INDIRECT) ON SCHOOLS.		REMARKS.
UNDER PUBLIC MANAGEMENT.	UNDER PRIVATE MANAGEMENT.					
	Aided.	*Unaided.*				
Primary.	Primary.	Primary.	Total.	Under Public management.	Aided.	
7	8	9	10	11	12	13
				Rs.	Rs.	
3,904	758	.	4,662	67,385	7,367	
5,605	911	..	6,516	78,984	8,685	
4,104	1,380	201	5,685	57,814	11,340	
3,425	1,318	61	4,804	57,529	9,530	
6,508	1,940	230	8,678	81,034	16,780	
650	105	18	773	17,842	3,070	
24,196	6,412	510	31,118	3,58,588	56,772	
4,195	3,633	217	8,045	39,305	18,807	
14,076	2,718	14	16,808	1,23,770	10,129	
7,864	1,607	189	9,660	1,00,798	8,290	
5,694	681	56	6,431	61,823	3,929	
6,262	1,090	122	7,474	74,425	8,630	
38,091	9,729	598	48,418	4,00,121	49,785	
6,804	2,415	314	9,033	62,848	18,751	
7,684	2,600	513	10,797	82,080	14,171	
10,989	1,794	...	12,783	1,06,987	11,823	
11,079	4,167	233	15,479	1,02,343	23,858	
5,382	1,077	83	6,542	74,306	9,809	
2,930	656	154	3,740	11,130	2,682	
44,368	12,709	1,297	58,374	4,39,194	81,094	
7,113	2,807	294	10,214	52,352	14,600	
6,822	814	390	8,026	69,022	3,578	
5,554	2,459	573	8,586	33,742	9,202	
6,121	1,403	32	7,556	49,751	9,262	
6,681	285	40	6,956	67,924	832	
3,893	1,050	588	5,531	41,205	3,547	
36,134	8,818	1,917	46,869	3,13,996	41,021	
3,757	275	91	4,123	3[illegible],500	1,240	
10,581	1,352	...	11,883	1,15,204	8,795	
3,034	1,259	...	4,293	32,306	6,129	
13,394	838	...	14,232	1,02,260	7,255	
2,764	1,050	...	3,814	35,390	5,675	
3,998	991	16	5,005	42,085	4,348	
37,478	5,765	107	43,350	3,57,765	33,442	
180,267	43,433	4,429	228,129	18,69,664	2,62,114	

GENERAL

PARTICULARS OF VERNACULAR PRIMARY SCHOOLS

		NUMBER OF SCHOOLS.						
		Under Public Management.		Under Private Management.				
				Aided.		*Unaided.*		
		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.	Total.
1	2	3	4	5	6	7	8	9
1	Hissar	21	...	3	...	...	...	24
2	Rohtak	35		2	...	...	...	37
3	Gurgaon	20	...	4	.	1	...	25
4	Karnal	20	...	4	..	..	...	24
5	Ambala	13		14	...	2	..	29
6	Simla	1	...	3	...	1	.	5
	Total ...	110	...	30	...	4		144
7	Kangra	14	...	8	5	.	4	31
8	Hoshiarpur	2	...	14	...	...	1	35
9	Jullundur	40	..	13	...	..	..	53
10	Ludhiana . ..	27	...	8	...	2	...	37
11	Ferozepore	32	...	18	..	2	...	52
	Total ...	133	...	61	5	4	5	208
12	Lahore	19	...	27	2		...	48
13	Amritsar	11	26	5	12	...	2	56
14	Gurdaspur	26	1	12	...	1	4	44
15	Sialkot	55	...	2	6	...	...	83
16	Gujranwala	29	...	6	...	...	..	35
17	Sheikhupura ..	3	...	4	2	...		9
	Total ...	163	27	56	22	1	6	275
18	Gujrat	24	...	13	...	...	6	43
19	Shahpur	22	.	9	1	1	4	37
20	Jhelum	17	...	15	3	...	6	41
21	Rawalpindi	28	...	12	...	..	1	41
22	Attock	10	...	17	...	...	2	29
23	Mianwali	8	1	1	6		7	23
	Total ...	109	1	67	10	1	26	214
24	Montgomery	12	...	7	...	1		21
25	Lyallpur	12	...	9	...	...	...	21
26	Jhang	14	..	7	...	...	...	21
27	Multan	21	8	5	...		...	34
28	Muzaffargarh	21	...	5	...	...		26
29	Dera Ghazi Khan	29	...	4	...	...	...	33
	Total ...	109	8	37		2	...	156
	Grand Total ...	624	36	251	37	12	37	997